

The ATHLETIC JOURNAL

VOLUME X

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NOVEMBER, 1929

Linemen Carrying the Ball

Frank B. Bridges

Nineteen-Twenty-Nine
Football Plays

Basketball in the Grades

Dr. H. C. Carlson

Dribbling

R. H. Hager

Shooting Baskets

Lieutenant John S. Roosma

Without Benefit of Wind

Lieutenant Bonner Fellers



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George Huff

GEORGE HUFF, director of physical welfare at the University of Illinois for more than a quarter of a century, has made many contributions to athletics and physical education. Of especial interest to the readers of the JOURNAL is the fact that it was he who first declared that coaches of competitive athletics should be trained just as men in other professions and established a summer course for coaches at Illinois in 1914.

Previously, schools and courses of this type emphasized physical education and practically no attention was paid to competitive athletics. Even more far-reaching and revolutionary was Huff's next step in establishing a four-year course in athletics and physical education in 1919 with an academic degree for graduates.

He has been successful in finding and keeping coaches of unusual skill and high character. To find the right man and let him do his work unhampered might be said to be his program. Self-effacing and insistent that the other fellow shall receive the credit due him, Director Huff has built a department that is famous for its harmony and loyalty.

Illinois teams have made fine records in all sports for many years. Intramural athletics have been fostered and required physical education courses for the general student body developed to something more than the old perfunctory "gym."

A memorial stadium, the gift of alumni and students, who contributed nearly \$1,800,000, was his conception.

Director Huff has expressed his ideal of sportmanship as follows: "To play fairly within the spirit and the letter of the rules; to give the other fellow the same treatment you would like yourself and to win without boasting and lose without excuses." Quietly and without ostentation Huff has put this creed into practice in his direction and inspiration of Illinois athletics.

It was Huff who raised his voice against betting with such force that the practice was reduced to a minimum not only at Illinois but throughout the Big Ten. Prof. Charles R. Kent of Yale in a survey of religion at Illinois found that "Huff's position as director of athletics, reinforced by his manly and genial personality, makes him a powerful influence on the campus for real sportmanship and clean living." President Kinley has said that he has had a greater influence for good on young men than any other man in the history of the university.

Huff played baseball at Illinois in 1889, 1890, 1891 and 1893 and football in 1890 and 1892. In 1893 he played football and baseball at Dartmouth. In 1895 he became coach of athletic teams at Illinois and in 1901, director. He relinquished football coaching but coached baseball for twenty-four years in which time his teams won eleven championships and tied another. In 1920 he retired from active coaching.

Among his distinguishing characteristics are a dislike of sham and pretense and a distaste for publicity about himself. His door swings open to the visit of the newest freshman.

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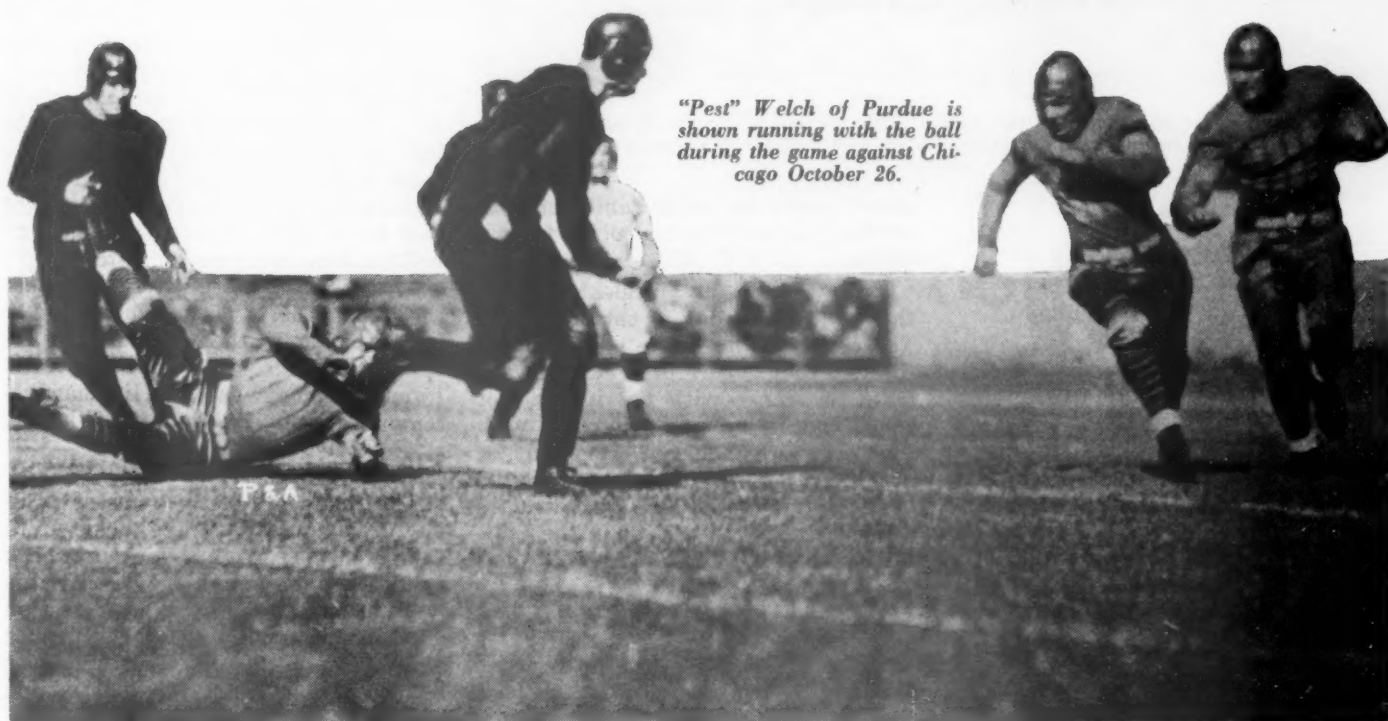
The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Volume X

CHICAGO, ILLINOIS

No. 3



Linemen Carrying the Ball

By Frank B. Bridges

Athletic Director, Simmons University

QUITE often on our squads we have a big, fast lineman, who has a fast get-away, lots of drive, power, and high knee action. All men like to be ball carriers, so why not take advantage of this lineman and develop him into a ball carrier? In the past, as now, I have received wonderful response from these linemen as ball carriers, and can readily say that for the two Southwest Conference Championships that I won while coaching at Baylor University, the great ball carrying ability of Blalock, Williamson and Coat is directly responsible.

The advantages of a lineman carrying the ball are: First—It gives the offense an additional threat. Second—When built up correctly it is a real ground gainer. Third—From it may be developed the best spin in football. Fourth—It acts as a tonic on all the

linemen. I have found they will work hard to try to become ball carriers by learning and developing the fundamentals of balance, and foot work on coming out of the line; and in general they speed up in all departments of their play, so that they too may get a chance to carry the ball. At this time I have two tackles who can carry the ball as well as any back on the

***T**HE arguments in favor of an offense that employs a lineman as a ball carrier are these—the play is a real ground gainer—it is in the nature of an additional threat—a spin play may be developed from it and it encourages the linemen in practicing foot work since each would like a ball carrying assignment.*

team. Fifth—The opponents are always building up a defense to stop these linemen, thus weakening their defense against other avenues of attack and the lineman, while he might be stopped, aids directly in large gains in other sectors.

The Fundamentals

1—The Stance must be correct, and such as not to indicate when the lineman is to carry the ball. The feet should be a comfortable distance apart, the toe of the rear foot on a line with the heel of the front foot. The weight should be evenly distributed upon both feet and the one hand on the ground. This hand is the right hand on the left side of the line, and the left hand on the right side of the line—never both hands on the ground. The tail should be down, but not back on the heels. Too far back on the heels is the way most linemen

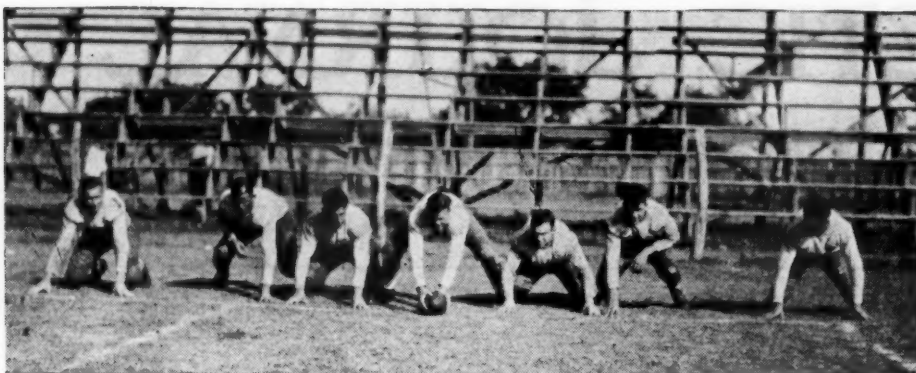


Illustration 1. Note the stance of the tackles with the inside foot back and **ONLY** the inside hand on the ground. Both tackles, Pearce and Ribble of Simmons are good ball carriers.



Illustration 2. The pivot is here shown, the left foot over the right and in stride, not over strided. Note how close to the quarterback tackle Pearce is. He is coming out from the left tackle position.

telegraph that they are to swing out of the line. It is important that the **INSIDE** foot be back. On the right side of the line it is the left foot back and on the left side of the line it is the right foot back. Otherwise the lineman will be slowed-up getting around, and speed getting out of the line is the big factor in making the play go and with power.

2—The Pivot—I have experimented for years in getting these linemen out of the line fast and have found that the pivot is by far the best and fastest way. It gives speed, better balance, and the one big thing, it keeps the lineman from swinging too far back in a circle, fatal to the success of any play. It also places him in a better position to take the ball from the quarterback. I have found that the "Fall-out Method" of getting out of the line is a half stride quicker at the start, but at the end of three steps, the man using the pivot has made this up, and is about a stride ahead of the fall-out and in full stride.

Mechanics of the Pivot

The lineman gets a drive from the hand and the front foot in the direction he will go, pivots on the ball of his rear foot, and swings his front foot over in front of the pivot foot and across it. The front foot is then

placed down in stride, and not over strided, followed by the pivot foot in stride.

I have used only tackles to carry the ball and from a balanced line. These men do not come out as interferers, they therefore can always take the stance with the inside foot back, and in no way interfere with their straight charge forward or blocking. This is the reason that the pivot is the best. Mr. Warner used a guard to carry the ball in the California-Stanford game in 1927, but



Illustration 3. The correct method of a lineman receiving the ball from the quarterback. The forearms are parallel to the ground and against the body. Tackle Pearce is about to clamp a hand on each end of the ball.

from an unbalanced line. I am sure that the pivot or the above stance, previously described, would not work so well as the fall-out, if the lineman were used to come out in both directions.

Receiving the Ball from the Quarterback

As the lineman pivots he swings his arms into the same position which the backs use on line plunges; i. e., the forearms parallel to the ground and against the body, and apart a bit more than the width of the ball. When the quarterback places the ball in between his forearms and against his body, the lineman clamps a hand on each end of the ball and holds it like this

until he gets well under way. He then carries it on the outside arm. Unless the lineman takes the ball as described it will slow him down, and speed is what makes the play go.

Ball Handling, Foot Work and Blocking of the Quarterback

Unless the quarterback uses the correct handling of the ball and foot work he will slow the lineman down and force him too far in a circle. In giving the ball to a lineman coming out on his left, the quarterback steps obliquely forward left with his right foot, and at the same time places the ball in the lineman's stomach. He then pushes from the ball of his left foot and pivots on the ball of his right foot in the same direction the lineman will go, keeps very low with tail **OUT**; the back blocks behind from where the lineman left. There should never be a fumble if the lineman will receive the ball with correct form. Fumbles come when the lineman attempts to receive the ball in his hands.

The Quarterback Spin Foot Work

The foot work is the same as actually giving the ball to the tackle up to the point when the quarterback's back is to the line of scrimmage. At this point, turning in the same direction as the tackle, the quarterback pushes vigorously off his left foot and does a fast pirouette on the ball of his right foot. To be successful the quarterback must not start his pirouette too soon, and actually place the ball in the lineman's stomach and take it out again, and at the time of the pirouette, make it fast as a top and keep low on his drive into the line.

My tackle-over-tackle play has been successful because I get an extra man ahead of the ball, and I do it because my quarterback can successfully block behind the play and not make

(Continued on page 18)



Illustration 4. Shows the back block of Quarterback Hyde behind the lineman carrying the ball. Illustrations 3 and 4 show the foot work of the quarterback. In 3 the quarterback has stepped in obliquely forward left with his right foot, turning on the ball of his right foot and in the direction that the lineman is going. He will push hard from his left foot and continue the pivot on his right foot into the position of the back block shown in Illustration 4.



Nineteen-Twenty-Nine Football Plays

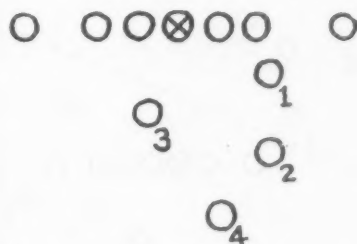
Plays which appear in this article have been used by representative college teams in games this season

THE plays which are diagrammed in the accompanying article are those which have been used in the September and October games by college and university teams in the west, south, middle west and east. Each year coaches volunteer the information that they derive a great deal of benefit from the annual article which appears in the November issue of the JOURNAL describing the offensive tactics that are in vogue for the year. While no attempt has been made to show in every detail the individual assignments of the men in offense, yet the scouting reports will indicate in each instance the strategical points involved in each maneuver, or play.

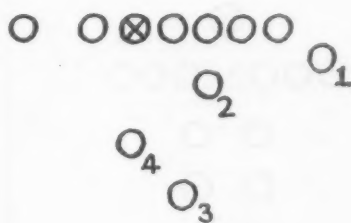
More and more there is noticeable a similarity in the methods of attack and defense as employed by the school and college coaches. As has been suggested before, this is largely due to the fact that styles change in football, some men set the styles and others undoubtedly attempt to keep in style. Further, because a great

many of the school and college coaches now attend the various coaching schools these men are familiar with what may be called the orthodox football offense and defense.

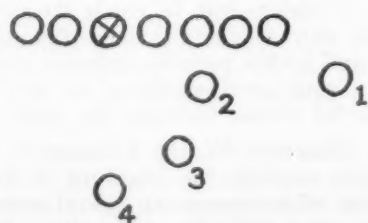
A study of the seventy plays which follow will show that the prevalent styles in offensive formations this year employ the double wing-backs as flank blockers. A great many of the teams still use the huddle and many follow the practice of swinging the men into formation from the huddle with military steps and precision. It will further be noticed that with the double wing-back formation double and triple passes with spinner plays are common. The majority of the coaches are using an unbalanced line although Knute Rockne of Notre Dame and Lou Young of Pennsylvania and other well known coaches are still partial to the balanced formation. Where power plays are needed many of the teams using the double wing-back formation employ the short tandem, or the Z formation for the backs. Lateral passes on sweeping



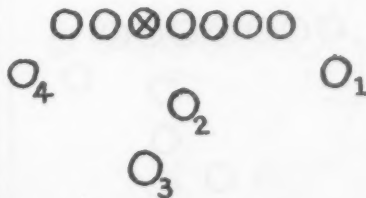
DIAG. 2



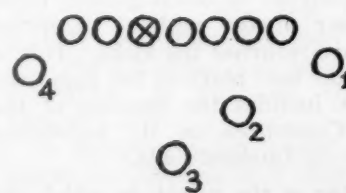
DIAG. 3



DIAG. 1



DIAG. 4



DIAG. 5

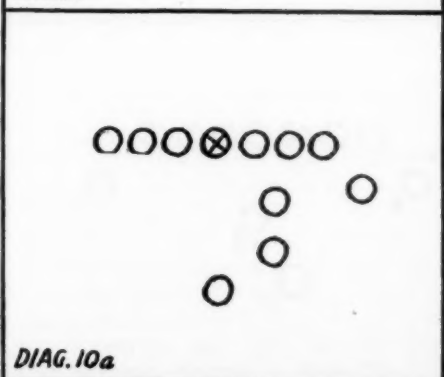
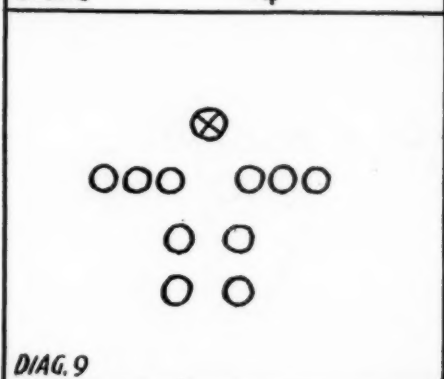
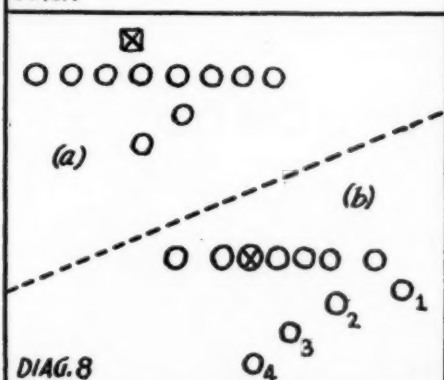
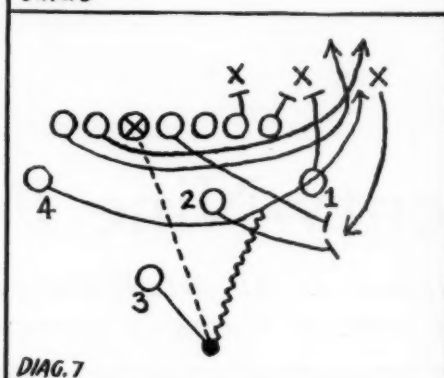
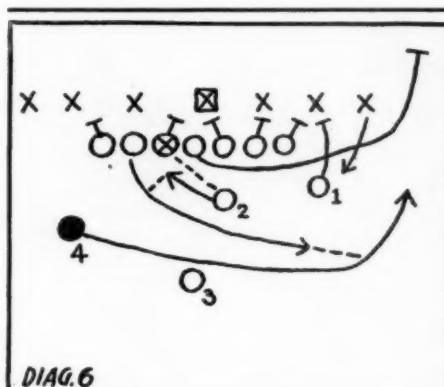
end runs and forward passes into the flat zone have been more common than usual. Bob Zuppke for a number of years used an adaptation of the single and double wing-back line up which has been worked out in such a manner as to make it peculiarly "Zuppkesque." This year the backs line up originally in a Z formation and then shift to the double wing-back formation, the men moving in a peculiar manner which gives the impression of sifting in and out so that his offense has been called the fade-away.

The majority of the teams this year are using one or two linemen in the interference on off tackle plays and end runs. Further, on forward passes it will be noticed that it is customary for certain linemen to come back as pass protectors. A few of the teams have been blessed with men smart and shifty enough to use the optional pass. When the optional pass is combined with a strong running attack it is without doubt the most effective forward pass that has ever been devised. Aubrey Devine a few years ago when playing on Howard Jones' championship team at Iowa really demonstrated the effectiveness of the optional pass. Other ball carriers have perhaps had equal success with this play, but certainly none have ever excelled him.

As regards the 1929 defenses, it will be noticed that a great many of the coaches are now favoring the 6, 2, 2, 1 formation. Some of the leading strategists play their first two men in the back field close behind the tackles with the next two men back about two yards and the safety man either close behind these two, or down the field depending upon the play and the strength and character of the opponent's kicking game. Probably because of the changes in defensive methods, many teams this year have changed their tactics and instead of attempting to advance the ball to the scoring zone by short, sharp thrusts have striven for long runs from the middle of the field. The Notre Dame team especially has succeeded so far this season by employing these tactics.

While opinion is still divided regarding the new fumble rule, one good result has been obtained; namely, whereas the majority of the punt receivers for the past few years have not attempted to catch punted balls, this year almost without exception they have returned the kicks. This is one of the best plays in the game and perhaps justifies the decision of the Rules Committee in its legislation relative to fumbled balls.

October is the month in which the value of offensive plays is proven or disproven. In the November games those tactics which have justified



their effectiveness will be seen with minor variations. No coach can be sure at the start of the season what plays will work. A play that will work one year with one squad will not be effective the next year with a different group of men. The plays, on the other hand, that have produced satisfactory results in October may be reasonably expected to succeed in November for two reasons. First, the men will have confidence in the plays and second, with another month in which to perfect them their ground gaining value will have been enhanced.

The Far West

California's offense consists of a standard punt formation with the tandem backs similar to that employed by Oregon state, and the power formation as in Diagram I. Number 2 carefully handles the ball on direct passes from this formation, but the strongest plays are the power plays with No. 4 carrying the ball either to the strong side, to the inside or out side tackle position or between the middle men of the strong-side line with an occasional sweep around the short side. A direct pass to No. 3 with No. 2 leading him through the middle of the strong-side line has been especially effective. Nibs Price combines this cleverly with a spinner attack featuring short-side reverses and power reverses with No. 3 handling the ball and No. 1 coming around behind him.

At Washington University, Coach Bagshaw is still employing the kick formation, but has made a radical departure from the long punt formation which he has used so successfully in the past. He has moved the tail-back forward to within six yards of the line of scrimmage as is shown in Diagram II. He employs both Nos. 2 and 3 to cover up the point of attack on spinner plays to the short and strong side.

Diagram III is a close formation employed by Washington State College. Coach Hollingbery by the use of the huddle and a quick shift in the line has combined the use of a regular punt formation and a short tandem formation. Diagram III looks from the side lines or from the opposite side of the scrimmage line almost exactly like a tandem but is much stronger to the short side and through the middle, and makes possible spinner plays and a good passing offense as well as powerful drives through the line.

In Diagram IV the University of Oregon employs the Stanford B formation, wide sweeps and lateral passes being used with No. 3 handling the ball. Number 2 is the Oregon spinner man and is employed in the use of de-

ceptive spinner plays with Nos. 4 and 1 as well as No. 3 being used to carry the ball on different plays. Number 3 is seven yards back of the center. Number 2 is three yards behind the strong-side guard. Numbers 1 and 4 are a yard outside and a yard behind the scrimmage line. A similar formation with a balanced line is used for kicking and for pass plays.

In the football games played thus far on the Pacific Coast most of the coaches are sticking fairly closely to the style of play they have used in the past. On the other hand some interesting variations have come to the attention of scouts.

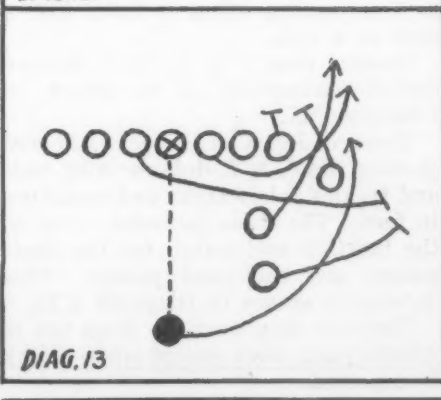
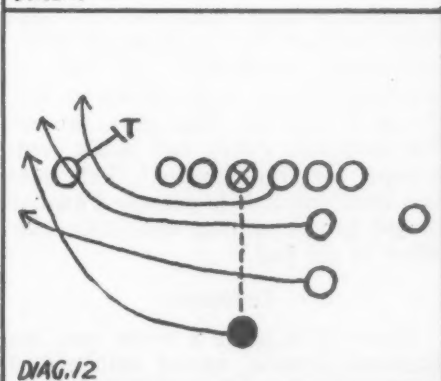
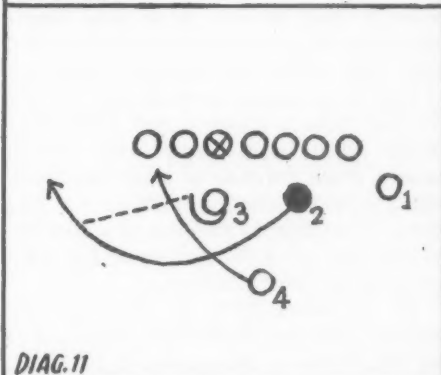
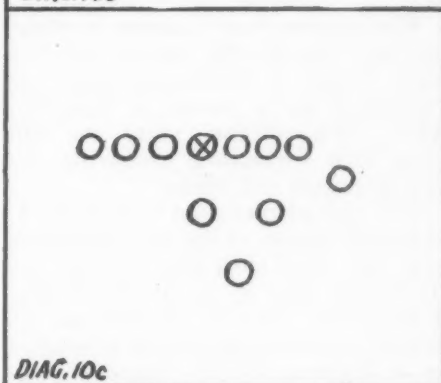
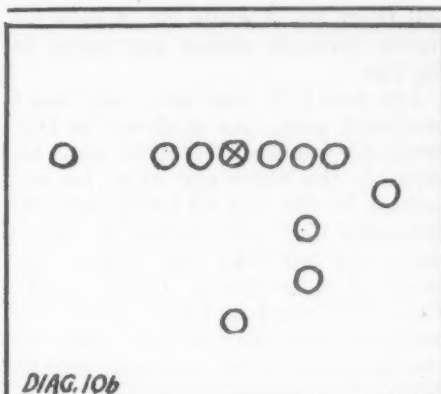
"Pop" Warner of Stanford seems to have discarded his B formation which became famous last season and has gone back to his old reliable A formation which is shown in Diagram V. The huddle system is used. This formation employs a four-two line, with two wing-backs. The backs 1 and 4 are one and a half yards back of the line of scrimmage. Number 2 should be about two yards back and No. 3 about three and one-half yards directly back of the long-side guard thus making him equally distant from Nos. 1 and 4. Numbers 1 and 4 are not any more than a yard outside the ends. From this formation straight bucks are made by No. 3 and occasionally by No. 2 who lines up slightly closer to the center in the event he is to sneak through the line. Reverses and spinners or one-half turn bucks and forward passes by Number 3 who fades back as he receives the ball from center are also used.

Last season Warner ran his short-side guard Post around the end for many successful gains and this season showed a backward pass as a variation against the Olympic Club on September 28th.

After Number 2 had bucked a few times through the short-side guard he finally gave the guard the ball as shown in Diagram VI. As the guard came around and was about to be tackled by the defensive left end, he floated a high ten yard pass slightly backward to No. 4 the short-side wing-back, who made big gains each time the play was attempted.

The play which Stanford used with the best success against Oregon and University of California at Los Angeles was the forward pass back of the line which is one of the old reliables. The diagram is shown here as Number VII.

Number 3 fades back about eight yards or more, holding the ball back as if to throw a long pass. Number 4 comes around, led by the short-side end and guard for interference and No. 3 snaps a short over hand



pass to him while at full speed. The long-side guard and No. 2 take out the defensive left end and No. 1 blocks the defensive left tackle in. The play usually works best when thrown to Lud Frentrup, a fast elusive running back.

The University of Southern California coached by Howard Jones is using the huddle system. The center then goes to the ball while the remaining six linemen and two backs line up in a row about a yard or so back of the ball. The fullback and quarter line up about three and a half and four and a half yards respectively. From the huddle they go to the formation shown in Diagram VIII (a) and then jump into the formation as shown in Diagram VIII (b).

The long-side guard or running guard is one of the big cogs in the Jones offensive and comes around fast on plays both outside and inside tackle. The cut back inside the defensive tackle is a big feature of U. S. C.'s offensive and is successfully employed should the defensive tackle come in too straight and too far. There is a gap just inside of each of the offensive ends which tends to spread the defensive line making bucks and cut backs very successful at times. The No. 2 back is often very close to the line and occasionally doubles up with one of his forwards on an opposing lineman.

Paul Schissler has come out with a new shift at Oregon State College. It starts from the huddle and the results are three formations with variations. After the huddle the players go into the formation diagrammed as No. IX.

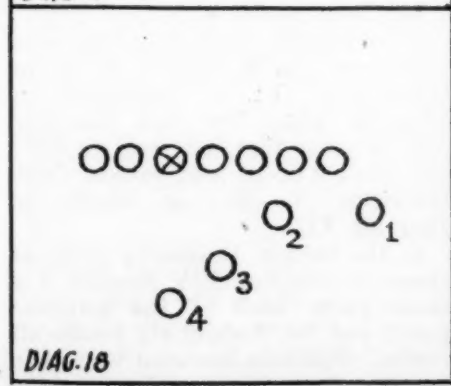
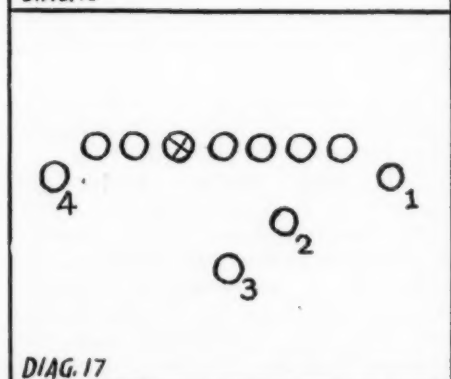
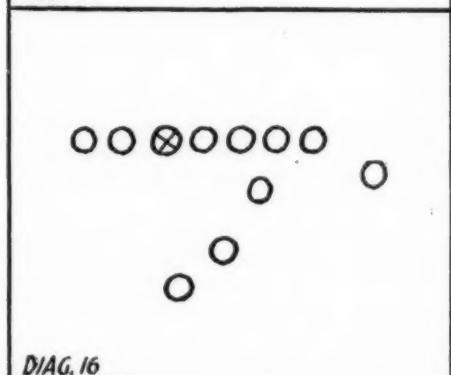
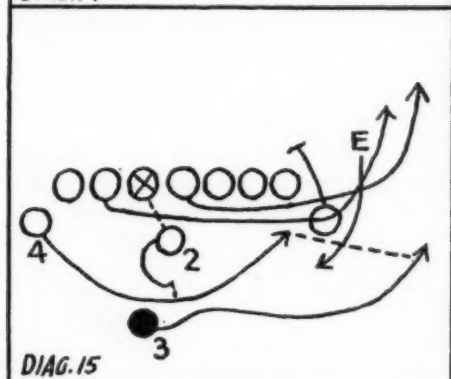
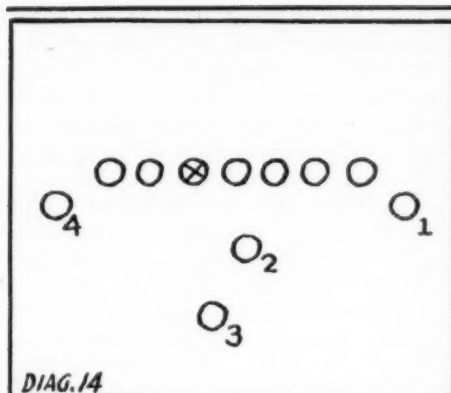
On the count of 1, 2, 3 they go to any of the formations as diagrammed in X (a) (b) or (c).

From Diagram X (c) split bucks and spinners are worked, the man behind the center handling the ball.

This play worked successfully against U. S. C. a couple of times. From Diagram X (c) on this occasion an unbalanced line was employed and after No. 3, as shown in Diagram XI, had faked to No. 4 and whirled into the line, a backward pass was thrown from No. 3 to No. 2 after No. 3 had faked to No. 4.

A successful short-side play was used from the formation shown in Diagram X (b), as represented in Diagram XII. The best long-side play however that was used by Oregon State College was worked from formation X (a), as shown in Diagram XIII.

In the Oregon University plays as shown in Diagram XIV Number 2 is three yards back of the long-side guard and No. 3 about six yards off center. Spinners are used with Nos. 1 and 4 running reverses taking the



ball from No. 2 while No. 2 fake reverses through almost any point in the line.

The best play used last year was a backward pass. As is shown in Diagram XV number 4 started on a reverse to the right and after he was tackled by the end or tackle and the defensive half was sucked in, No. 4 threw the ball high and wide a distance of some ten to fifteen yards. This play worked better than any backward pass play on the Coast last season and is being used successfully again this season.

Washington State College is sticking very close to that used by the late Andy Smith of California using the formation as is shown in Diagram XVI. The ordinary plays are run from this formation, featuring reverses, passes and bucks.

The style of play used by U. C. L. A. is a combination of the two wing-back and the one wing-back. The two wing-back line up is shown in Diagram XVII. The No. 4 back may go behind center to make this formation as in Diagram XVIII. The one wing-back is used mostly in scoring territory, say as near as the ten to fifteen yard line while the double wing-back is employed more around the middle of the field. Passes and kicks are made from both formations and in case a close defense is used the quick kick may be used anywhere on the field. The double reverse is a feature of the two wing formation and is used extensively with success.

In Diagram XIX No. 3 takes the ball toward the short side, handing it to No. 4 who in turn gives it to No. 1. Numbers 3 and 2 take the defensive right end and No. 1 runs inside if the end comes in straight. In case he comes in close he is smothered by Nos. 2 and 3 and the play goes around. The long-side guard and tackle come around for interference. This play is a good one if it is practiced enough to get proper timing and clean handling of the ball.

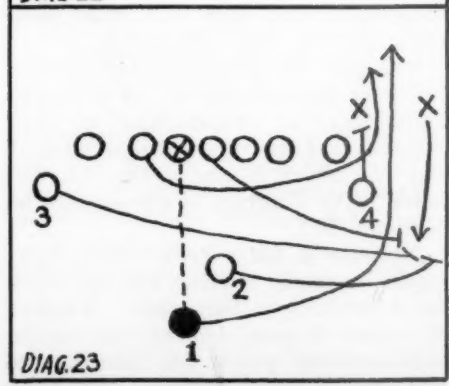
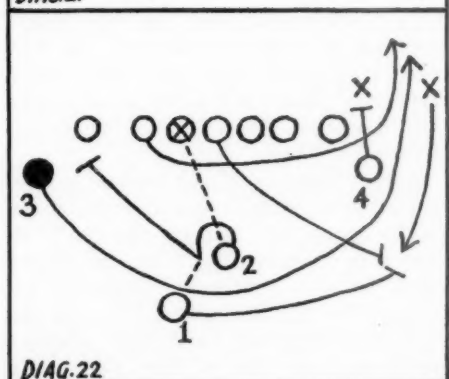
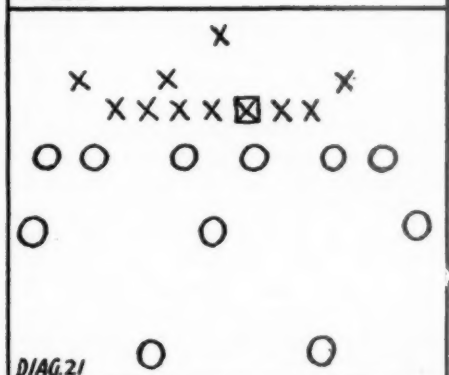
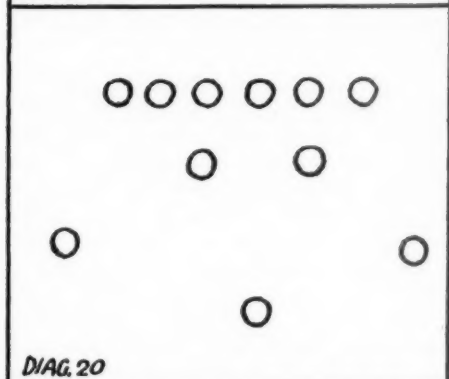
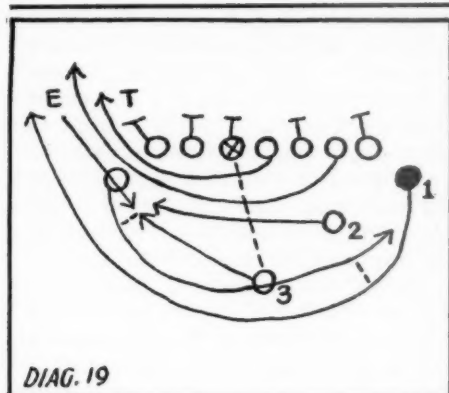
Defenses

Stanford is using a seven man line diamond defense, varied with a 6, 2, 2, 1 formation when it looks like a pass or a kick.

Oregon uses a 6, 2, 2, 1 defense almost exclusively as is shown in Diagram XX.

Howard Jones of U. S. C. is employing the 6, 3, 2, defense with ends and tackles fairly tight and smashing in fast. The three secondary men do the tackling and watch for the short passes and backward passes. This defense is shown in Diagram XXI.

The two deep men are from ten to fifteen yards back except when a kick is expected.



The Middle West

Iowa has shown a very effective short end reverse play from the double wing-back formation and with the strong side formation of the line to the right.

In this formation the tackle is over to the strong side, the ends are slightly split away, the two wing-backs, Nos. 3 and 4, take their positions one yard back of the line of scrimmage, and on the outside of their respective ends. The No. 2 back takes his position about three yards back of the guard and tackle hole on the strong side. The No. 1 back is about four and one-half yards back of the center guard hole on the strong side.

In this formation, as shown in Diagram XXII, the ball is passed from center to No. 2, who gives it to No. 3 for a close reverse play inside the defensive end on the strong side. Number 2, after handing the ball to No. 3, blocks the defensive right tackle. Number 4 helps the offensive strong-side end on the defensive left tackle. Number 1 and the strong-side guard take the defensive end out. The weak-side guard leads the play just outside defensive left tackle, and takes the first dangerous man.

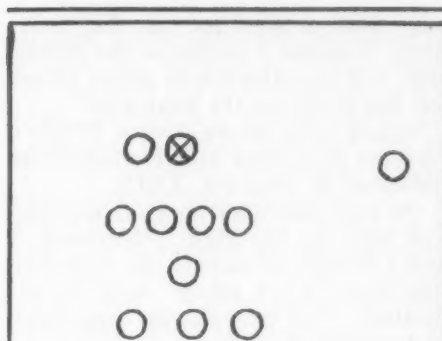
Diagram XXIII shows an Iowa off-tackle play by No. 1 from the double wing-back formation. Number 4 helps on the strong-side defensive tackle. Number 2 and the strong-side guard take the defensive end out. Number 3 comes across, and No. 1 cuts in just behind him on this outside tackle play. The weak-side guard leads the play, as shown in Diagram XXIII.

In Diagram XXIV (a) is seen the Indiana shift. The first formation shows the position of the line before the shift.

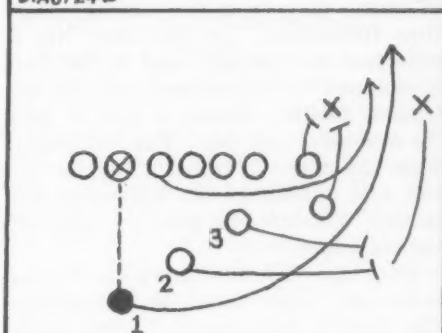
The center and two ends are on the line of scrimmage. The left end is close to center, while the right end is quite wide. The four line men are lined up parallel to the line of scrimmage, and about one and one-half yards back of the line. The backfield lines up as indicated back of these four line men. On the shift the four line men go up to the strong side of the line, and the strong side end closes in somewhat, but remains split away. The backs go into a Z formation with the single wing-back directly behind or outside the strong-side end.

After the shift has been made, No. 1 is about four and one-half yards back of scrimmage and back of center. The other backs are as indicated.

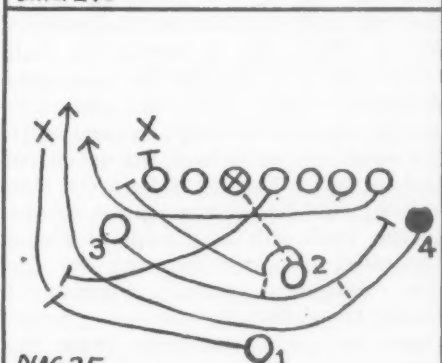
A strong play from this formation, as shown in Diagram XXIV (b), is a short end run to the right inside the defensive end. Number 4 helps on the strong-side defensive tackle. Backs Nos. 2 and 3 take the defensive end out, No. 1 carries the ball



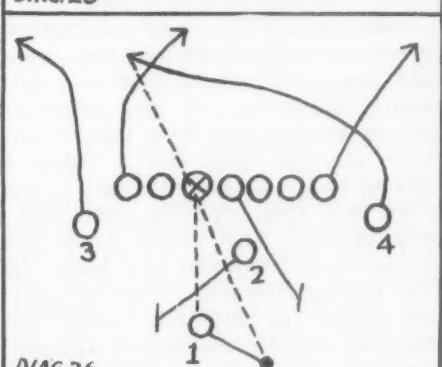
DIAG. 24a



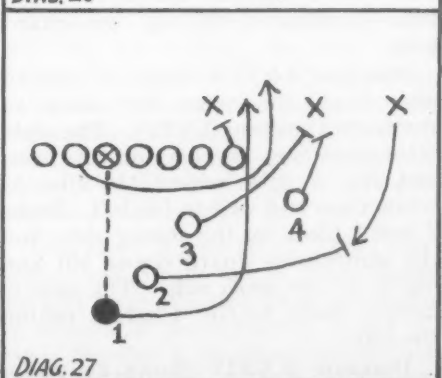
DIAG. 24b



DIAG. 25



DIAG. 26



DIAG. 27

inside the defensive end. The strong-side guard leads the play outside the defensive tackle, taking the first dangerous man.

Diagram XXV shows the Northwestern double wing-back formation with a triple reverse to the weak side. In this play the center passes the ball to No. 2, who hands the ball to No. 3. Number 2 then goes on and works on the defensive tackle. Number 3 gives the ball to No. 4 and then blocks the defensive left tackle. Number 1 and the first man out from the center on the strong side take the defensive end out. The strong-side end runs the play outside, the weak-side defensive tackle taking the first dangerous man. The play goes as indicated, inside the defensive end. However, quite often No. 1 on this play is back six yards and together with the strong-side lineman turned the defensive end in, letting the play go outside.

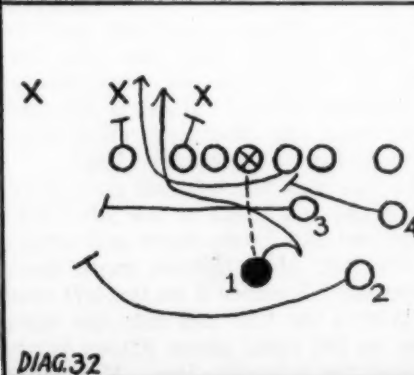
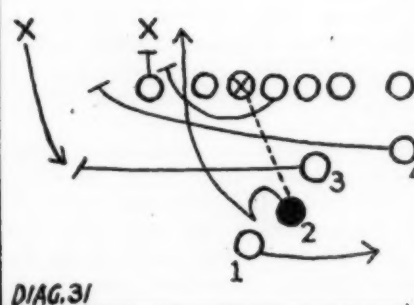
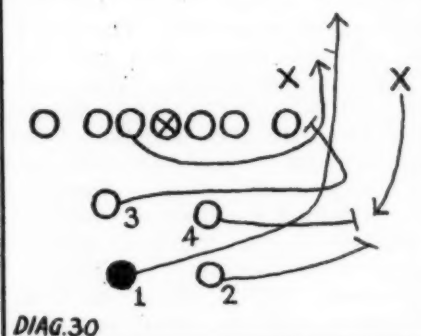
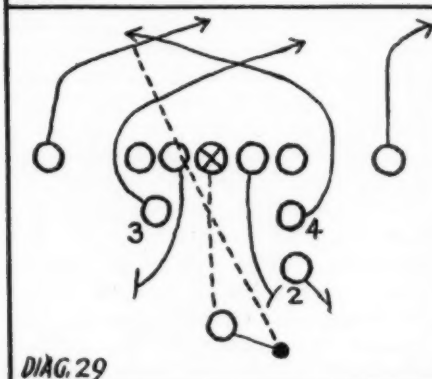
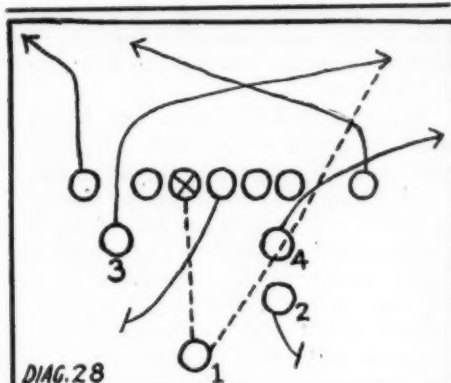
Diagram XXVI shows a Northwestern pass from the double wing-back formation. On this pass the ball is passed from center to No. 1, who slides back and to his right. Number 2 blocks on the weak side, the strong-side guard comes out and blocks on the strong side. The strong-side end goes down deep and fast, slightly to the outside. The weak-side end and No. 3 start straight down the field close together. The weak-side end breaks to his right, and No. 3 hooks to the outside. Number 4 cuts in behind the line and well over to the opening on the weak side, as shown in the diagram.

Diagram XXVII shows an Ohio formation with an unbalanced line, but a tight line. The wing half takes his position one yard back of the scrimmage line, and on the outside of his strong side end. The remaining backs take a diagonal tandem formation, which makes the formation a Z formation on the strong side of the line.

A strong play has been shown from this formation with No. 1 carrying the ball inside the defensive tackle on the strong side. In this play the strong-side end drives back on the defensive guard. Numbers 3 and 4 take the defensive tackle out. Number 2 checks the defensive end out, and the weak-side guard leads the play inside the strong-side defensive tackle.

Diagram XXVIII shows a forward pass from the Michigan short kick formation with unbalanced line.

In this play the left end goes down ten yards and hooks to the left. The right end also hooks down and across to the left, about fifteen yards back of center. Number 3 on the left cuts in behind the line and into the open zone on his right about fifteen yards beyond the defensive line. Number 4



may block or step out into flat territory. Number 2 blocks on the strong side, and the strong-side guard comes out and blocks on the weak side.

Chicago has shown a very effective forward pass from kick formation, as indicated in Diagram XXIX.

On this pass the ends go down deep and hook to the right. Numbers 3 and 4 criss-cross behind the defensive line, with No. 4 going deep, as indicated. The two guards come back and protect the passer.

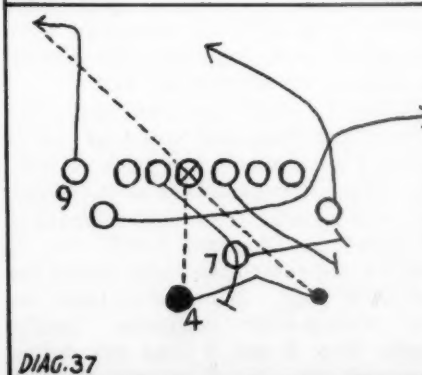
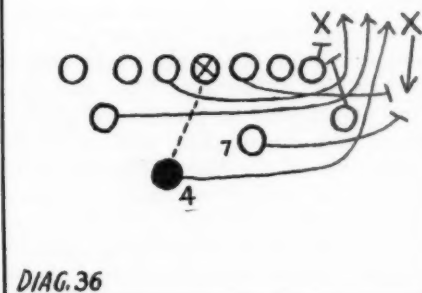
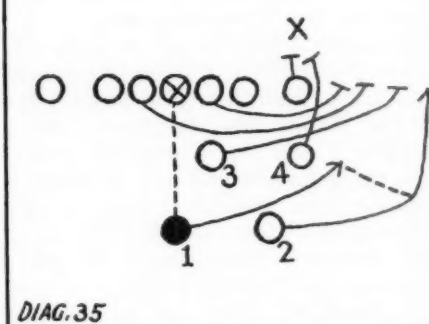
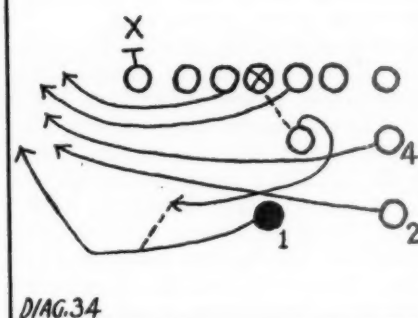
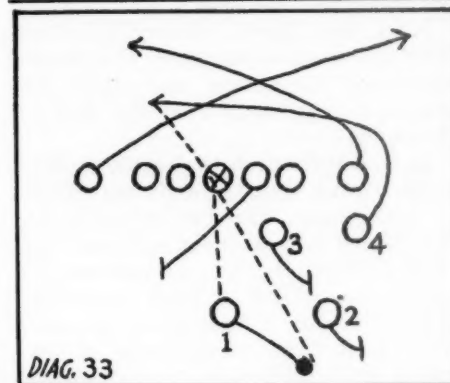
Diagram XXX shows a very strong off-tackle play from the Chicago running formation. In this play No. 3 is in motion laterally, and as the ball is snapped he drives back on the defensive tackle. Backs 2 and 4 take the defensive end out. The left guard leads the play. Number 1 carries the ball just outside of the defensive left tackle. The left end goes through for the secondary.

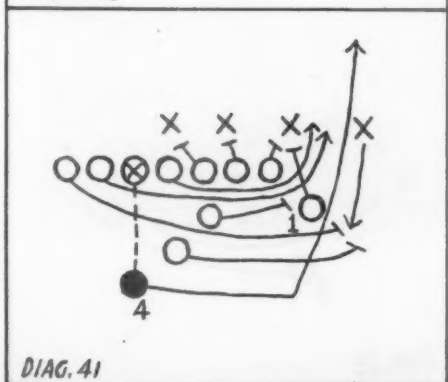
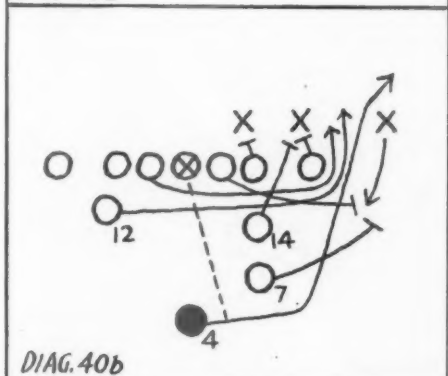
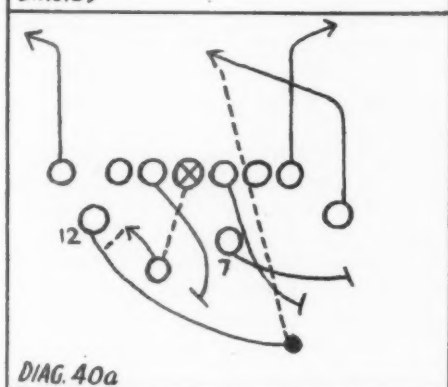
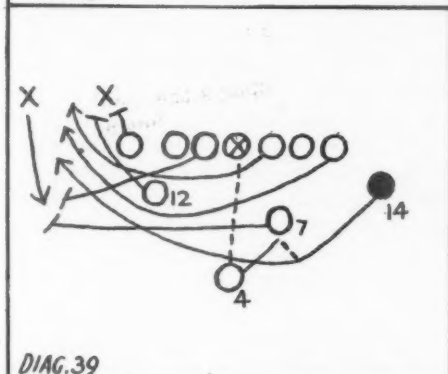
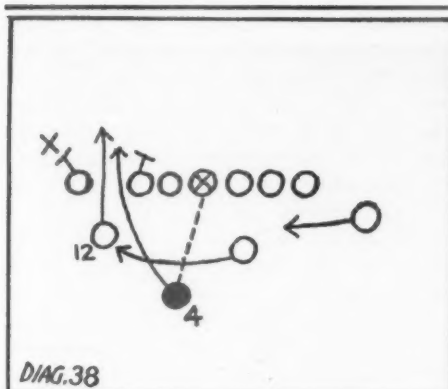
Diagram XXXI shows a strong short-side play used by Minnesota. The line is unbalanced to the right, with the Z formation of backs. On this play the ball is passed to No. 2, the full back, who fakes a spinner to No. 1. Then No. 2 carries the ball either inside or outside the weak-side defensive tackle. On this play the strong-side guard comes out and helps the weak-side end check the defensive tackle out. The wing-back on the strong side No. 4 also comes across to the weak side and helps check on the tackle, or goes through for the first dangerous man. Number 3 blocks the defensive end out. Sometimes an additional man from the strong side gets into this play.

Diagram XXXII shows a Purdue formation with a balanced line, ends split away, and with a four spot formation of backs. A very effective fake spinner is used from this formation. On this play No. 1 fakes a spinner to No. 2, then hits back to the weak side just over his own weak-side tackle. The guard from the strong side comes out and leads the play through the hole. The left side end forces the defensive tackle out, and then No. 3 comes across and continues to check this defensive tackle out. Number 4 fills up the guard hole.

Diagram XXXIII shows a forward pass from the same formation as shown in Diagram XXXII. The ends criss-cross deep and long on this pass, and No. 4 cuts behind the line of scrimmage and well to his left. Backs 2 and 3 block on the strong side, and the strong-side guard comes out and blocks on the weak side. The pass is usually made to No. 4 across behind the line.

Diagram XXXIV shows an up-to-date Notre Dame lateral pass. The





formation is a balanced line, ends slightly split away, with the backs in a four spot formation to the right. On this play the ball is passed to No. 3, the quarterback, who pivots to his right and fakes to give the ball to No. 2 across to the weak side. Number 3 swings back in behind No. 2 and starts to his left. Just as he is about to be tackled by the defensive end, he makes an overhead lateral pass to No. 1, who has gone laterally out to his left ahead of the play. The two guards and backs Nos. 4 and 2 precede the play, and form a screen in front of the defensive back.

Diagram XXXV shows a Notre Dame lateral pass to the strong side. The formation is a balanced line, with a four spot formation of backs. On this play the ball is passed to No. 1. Number 2 goes out ahead of the play laterally to his right. Number 4 helps on the defensive tackle. Number 3 and the two guards go out to the strong side and screen the vision of the defensive back. Number 1 carries the ball as a wide off-tackle play, and just as he is tackled, he makes an overhead lateral pass to No. 2.

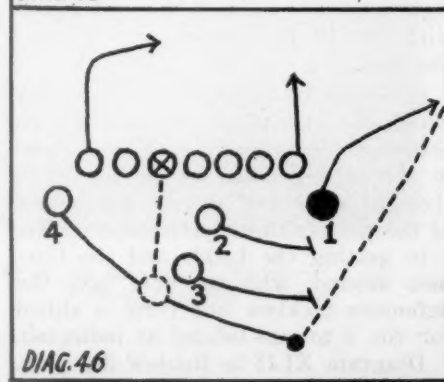
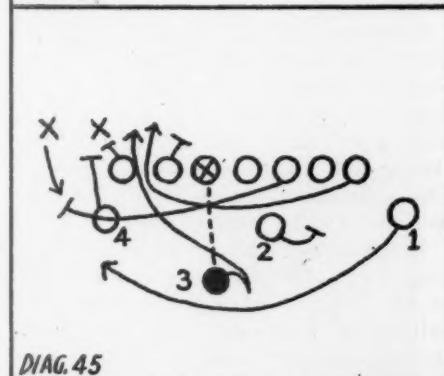
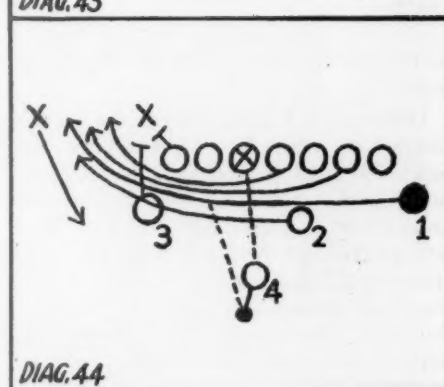
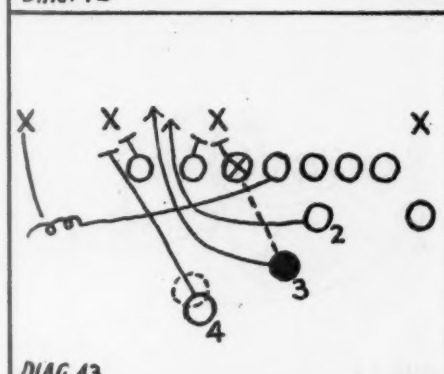
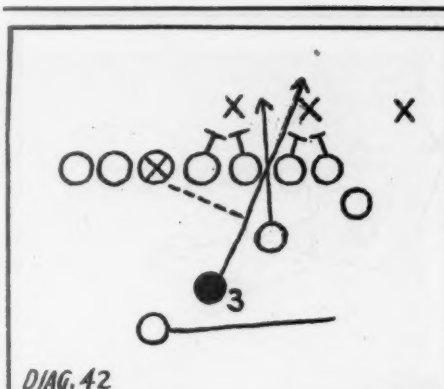
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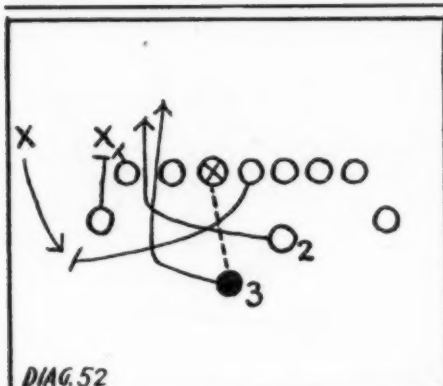
Dartmouth under Jack Cannell is employing a double wing-back formation with a balanced line. The wing-back on the weak side is inside the end who plays a yard and a half outside his own tackle. On the strong side the end plays close to the tackle with the wing-back outside. All plays are run either to the right or left with the line remaining in their respective positions. However, the backs keep the same position at all times whether the formation is to the right or to the left. They also run and pass from a punt formation with the backs just outside their own tackles.

Diagram XXXVI shows an off-tackle play by No. 4. The right wing-back is on the tackle with the right end. The right guard and No. 7 take the end while the left wing-back and left guard lead the play inside the end.

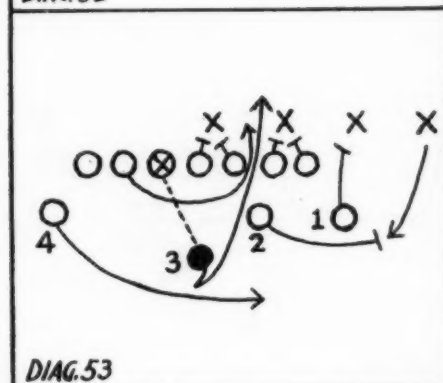
Diagram XXXVII shows a forward pass by No. 4 with the first movements identical with Diagram XXXVI. Number 4 starts to the right about three steps, gives back and passes to the left end on the outside. The guards and No. 7 give protection to the passer.

Diagram XXXVIII. This play, while very simple, is one of the quickest and most effective when the tackle is wide and the defensive guard inside. Number 4, Marsters, starts fast, getting a lead from center, and shoots





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DIAG. 53

inside tackle with No. 12 ahead of him.

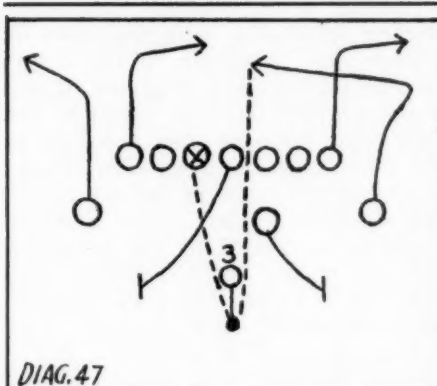
Diagram XXXIX. A reverse to the weak side with No. 14 carrying the ball. The ball is passed to No. 4 from center, who steps into the strong side and gives the ball to No. 14. The left guard and No. 7 are on the end. Number 12 and the end on tackle with the right guard and right end leading the play. Number 4, after giving the ball to No. 14, blocks any lineman breaking through.

Diagram XL (a) shows a pass by No. 12, the wing-back on the weak side. Number 4 receives the ball from center, steps in, gives the ball to No. 12, who goes back and passes to the strong-side wing-back over center. The ends are down and out with protection by both guards and No. 7.

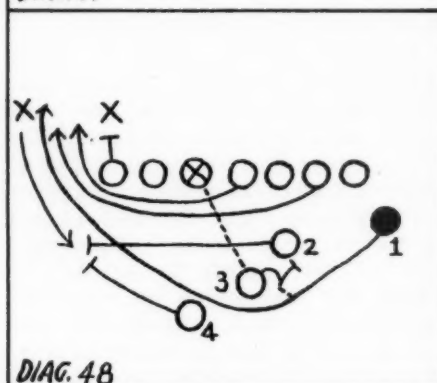
Diagram XL (b) shows a run from punt formation. They may also pass, or No. 7 may hit the line or carry the ball to the weak side. Number 14 is on the tackle with the right end. The right guard and No. 7 are on the end with No. 12 and the left guard leads the play.

Diagram XLI shows Gil Dobie's famous off-tackle play. Number 4 goes three-quarters speed about four steps to the strong side, where he drives straight up at full speed. The secret of the play is the effectiveness of No. 1 in getting the tackle and the linemen around, who not only take the defensive tacklers but form a shield for No. 4 to run behind as indicated.

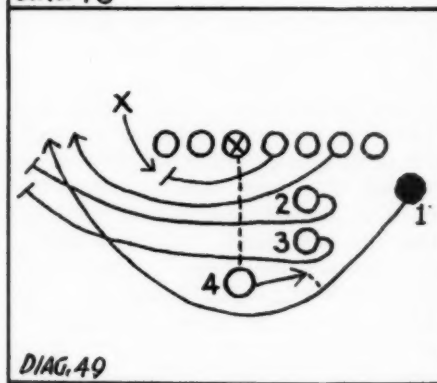
Diagram XLII is Robie's flip play, over which there has been much dis-



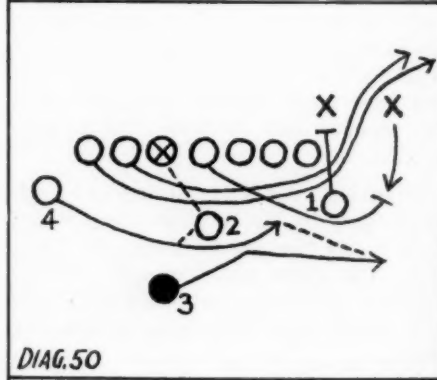
DIAG. 47



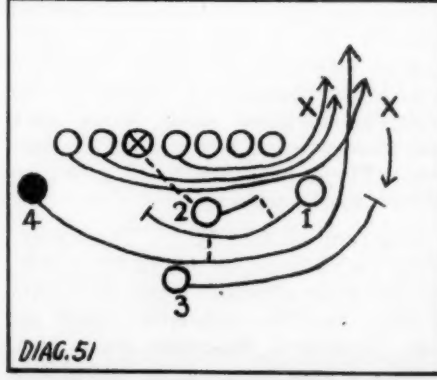
DIAG. 48



DIAG. 49



DIAG. 50



DIAG. 51

cussion as to legality. At one time the center started a pass but held the ball behind his leg, flipping it to No. 3 just as he reached the line of scrimmage. It is now played by a slow pass, but one continuous motion and is impossible for defensive linemen to see the ball.

Diagram XLIII is an inside tackle play on the weak side. Number 4 drives up on the tackle. Number 3 receives the ball, stepping to the left, allowing the right guard to come out and roll at the end and allowing No. 2 time to lead the play through the hole.

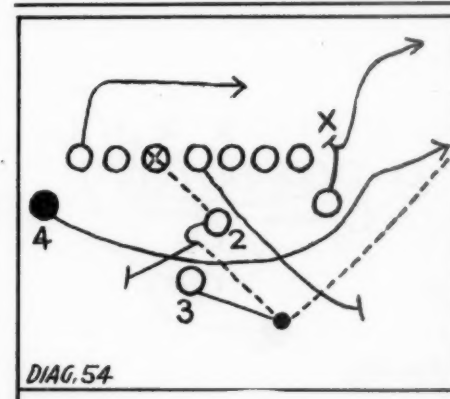
Dobie also employs the double wing-back formation as is shown in Diagram XLIV with Nos. 1 and 4 coming back and receiving the ball direct from center. This play is a short pass behind the line with No. 4 dropping back and pulling the defensive right end into him when he passes to No. 1 coming around behind the line with two linemen and No. 2 leading the play.

Diagram XLV is a spinner play inside tackle on the weak side. Number 3 receives the ball from center with fake No. 1. The first lineman is on the end and the strong end leads the play through the hole. No. 2 blocks.

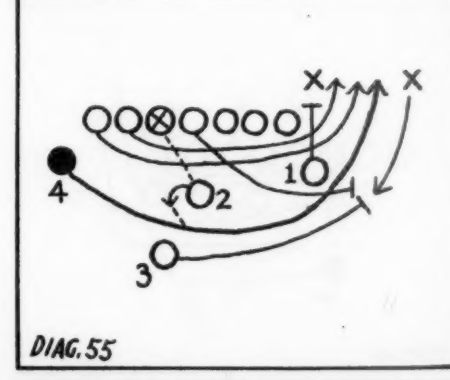
Diagram XLVI is a flat pass with No. 4 coming back and receiving the ball direct from the center. Numbers 2 and 3 protect the passer.

Diagram XLVII shows a pass by No. 3, who drops back. The wing-backs start out and the ends go down

(Continued on page 16)



DIAG. 54



DIAG. 55



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George Huff

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JOHN L. GRIFFITH, Editor

Broadcasting Football Games

A PAID advertisement appeared recently in a New York paper signed by William C. Grunow, the Vice President and Treasurer of the Grigsby Grunow Radio Company. In this advertisement Mr. Grunow states that some of the prize fights in New York have been kept off the radio and that he has been informed "that this is the last world series that will be broadcast in any way and that both major baseball leagues have voted to prohibit radio accounts of next season's games."

The JOURNAL does not vouch for the validity of these statements but only passes the information on to its readers for what it may be worth. Some of the universities this year have discontinued the practice of broadcasting their football games and others are studying the effect of broadcasting on attendance. In the Big Ten Conference, where most of the major games have been broadcast for a number of years, the attendance apparently has not been decreased. In our judgment the answer to the question as to whether broadcasting has a detrimental effect on school and college games as yet cannot be definitely answered. If any of our readers have experimented with this problem and have suggestions to offer, we shall be glad to pass on the result of their experiences to the others.

Second-Hand Triumphs

ONE of the most interesting explanations of the appeal that our sports have for the average man is given by the editor of the Bristol, Tennessee, *News-Bulletin* in the following editorial:

The chief criticism of American sports has always been that most people participate in them as spectators rather than as players.

Several million people will enjoy our college football games this autumn—but only a few hundred will do any of the playing. The rest will sit in the grandstand and watch.

It is the same with baseball. Millions of people are extremely fond of the game—but not one in a thousand ever plays. Most of us get our baseball at second-hand, watching someone else get the exercise that we might be getting.

Now, however, comes Dr. A. A. Brill, famous psychiatrist, to say that this state of affairs is altogether proper.

Writing in the current *North American Review*, Dr. Brill declares that sitting in the grandstand is good for us—better for us, in fact, in most cases, than actually playing the games themselves.

Here's the way he explains it:

The average man has an itch for athletic supremacy. He longs to display physical prowess. But the cards are stacked against him. It simply isn't in him. No matter how hard he tried, he could never make a good athlete.

Yet his spirit demands that he become one. So he goes to a baseball game as a spectator and subconsciously identifies himself with the men on the field. When Babe Ruth slams the ball over the scoreboard the fan, in the secret recesses of his heart, does the same thing himself. He shares in Ruth's triumph. His psychic urge for supremacy is satisfied—and he is, actually, healthier than he would have been if he had stayed at home.

Perhaps this explains more things than our fondness for watching baseball, football and boxing contests. It may explain, also, our age-old tendency to be hero worshippers in other walks of life.

Lindbergh, for instance, did something that none of us can ever do, but that all of us, secretly, would like to do. He triumphed over darkness, loneliness and fear. Quite aside from the mechanics of flying, we know that we ourselves could never do that. We should not have the nerve. So we transfer our desires to Lindy's shoulders, and share in his victory.

Then there was a president named Roosevelt. He was the very thing that we would like to be and are not. He was outspoken, always. He feared neither man nor devil. He had a genius for defying powerful people, powerful forces.

We—most of us, anyhow—are too submissive for our own good, and we know it. But Teddy—couldn't we identify ourselves with him, bare our teeth when he bared his, thunder when he thundered, rage when he raged? We could and we did; and Roosevelt, in consequence, was idolized by millions of people.

It'll be a long time before the race gets over its hero worship. If the day comes when all men are brave, loyal, honest, far-sighted and energetic, the Roosevelts and Lindberghs will lose their luster—just as Babe Ruth and Red Grange wouldn't excite a race of athletes.

Until then, however, most of us will have to take our triumphs at second-hand.

Recruiting in High Schools

WHILE the recruiting evil is usually considered as a college problem, it appears that the practice of "loading up" the teams is also more or less general among the high schools. The September bulletin of the Indiana High School Athletic Association states the matter in the following words:

"Probably more ill feeling is being engendered among our high schools by the use of undue influences in securing or retaining players properly belonging to some other school than by any other thing

that we do. The importation of players is the rock against which the I. H. S. A. A. could be lashed and wrecked. The number of guilty and near guilty schools and communities at the present time is high enough to justify this warning."

Formerly, the desire to win led players to resort to questionable practices in an effort to achieve victory. Today, the conduct of the players in the school and college games is most exemplary. On the other hand, others who are responsible for the conduct of athletics in the educational institutions frequently do resort to questionable methods in the matter of getting desirable athletic material. If our coaches and athletic administrators will make an honest effort to show all concerned that it is just as unsportsmanlike to recruit athletes by questionable methods as it is for the players to attempt to beat the rules, it is reasonable to believe that our people generally will refrain from trying to win games with ineligible players.

Is Football on the Wane?

MR. JOHN R. TUNIS some time ago wrote a number of interesting articles in which he maintained that the American people have made a myth of football and have injected a great deal of heroics and hysteresis into their adulation of our amateur sports.

In the November number of *Harpers* appears another article by Mr. Tunis in which the author now suggests that the eastern college men no longer worship football and that the foolish excitement over the game is confined to the Middle-west and the Pacific coast regions. Consequently Mr. Tunis predicts that football is on the wane.

Granting that there has been a great deal of foolishness incident to pep meetings, student rallies and the like in the past and that most of our colleges are now taking their football and other sports in stride, yet there is no appreciable evidence at the present time that the players do not play just as hard today as did the players of a quarter of a century ago or that the people in general are not so much interested in the game as they were then. Mr. Tunis calls attention to the fact that one or more football letter men in certain American colleges do not get out for the team their last year since they wish to devote all of their time to their studies. If the names of all such men who have played on college teams and who for some reason or other did not compete for their full period of time were to be published it would be found that there was a surprisingly large number of such athletes who for some reason or another found that it was not possible for them to continue in athletics. There have always been records of men such as these and such instances are not peculiar to this period.

The time was when any good athlete in the South, West or Middle-west who wanted to play with a Class A football team quite naturally selected one of the old endowed colleges of the East. In those days the real football was played between these eastern universities. Since that time colleges throughout the country have come of age and have developed good athletic teams and now the boys in the Middle-west quite generally attend institutions nearer home. The boys in Texas go to the colleges and universities in their own

state and the graduates of the eastern high schools and academies, as heretofore, attend some of the great institutions of learning on the Atlantic sea coast. Football today is a national institution and no one can say that the football of any one section is superior to that of the other sections of the country. The East has magnificent teams today in spite of the fact that the teams are made up now more of eastern boys than formerly. Further, the eastern universities have adopted a policy of meeting sister institutions west of the Allegheny Mountains. Harvard this year will be the guest of Michigan at Ann Arbor on November 9th. On the same date Illinois will entertain the Army at Champaign. Notre Dame has already met the Navy and will later play the cadets from West Point. Chicago meets the Princeton Tigers at Princeton. The Army plays Stanford at Stanford. Yale has already made a trip to the University of Georgia and in 1931 will play Chicago at Stagg Field. Those intersectional barriers have been broken down and there is no East or West. Further, it is hard to believe that the attitude of the eastern college students toward student activities is or can be markedly different from the attitude of middle-western, southern, and far-western college boys toward football and other sports.

Some time when this civilization has grown old the American people will not play rough and tumble games such as football. Football appeals to youth. We are still young and being young take our sports seriously, jubilantly and perhaps over enthusiastically. These are qualities of youth. When the game begins to decline in this country the decline will undoubtedly start in the east because their civilization is older than our western civilization. This change, however, will not come about in a few years and probably not in the life time of Mr. Tunis.

The Lessons Taught by Athletics

IN a number of football games already played this season teams that apparently were hopelessly beaten came through and won their contests in the last quarter thus exemplifying the truth of the old adage that it never pays to quit until the last whistle has been blown. College and high school teams made up for the most part of growing boys may sometimes become demoralized but they seldom if ever may be accused of quitting. When a professional baseball team made up of old and experienced ball players allow the opposing team in the world series game to drive in ten runs in one inning, we should be charitable in our judgement of younger players who likewise sometimes become demoralized.

In life it is an easy matter to stop trying, to give up hope and to quit in the face of reverses but a real man refuses to accept defeat and goes on battling even though the going may be hard. It is no doubt a matter of inspiration and encouragement to the countless thousands of spectators who have seen and who will see football games this year when they witness the young athletes of the present generation fighting their games through to their final conclusion without any indication that they have lost hope or that they are willing to concede a victory to the others, even though the latter may be leading at the time in the score.

Nineteen-Twenty-Nine Football Plays

(Continued from page 12)

straight. The right wing-back cuts back over the center and receives the pass.

Charles Crowley at Columbia has also further developed the double wing-back formation with No. 3 playing both four and seven yards back. He uses the unbalanced line altogether and also runs plays from the single wing-back formation.

Diagram XLVIII is a spin play by No. 3 to the weak side with No. 1 carrying the ball. Numbers 2 and 4 are on the end with two linemen leading the play. Number 3, after giving the ball to No. 1, blocks.

Diagram XLIX is a criss-cross play to the weak side. The ball is passed to No. 4, who starts to the strong side and gives it to No. 1. Numbers 2 and 3 take one step to the strong side and come back to the weak side with two linemen also out to the weak side.

Diagram L is a lateral spin play. The ball is passed to No. 2, who spins and gives it to No. 4. The guard and No. 3 start at the end but No. 3 runs as indicated, receiving a lateral pass from No. 4. The linemen around continue out to the flat zone as interferers for No. 3.

Colgate under Andy Kerr is still another team using the double wing-back, which is the predominate formation in the east this fall. How much of its popularity is due to Stanford's perfect execution of this formation in the Army-Stanford game in New York last fall cannot be estimated.

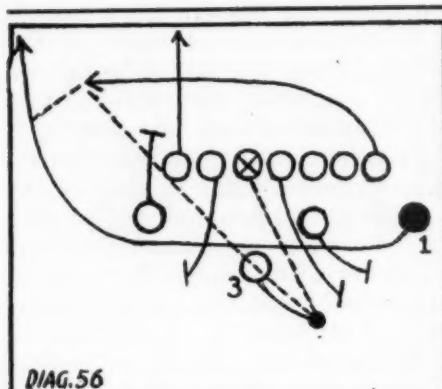
Diagram LI is a triple pass. The ball is received by No. 2, who starts to the strong side, giving it to No. 1, who in turn gives it to No. 4. Number 1 blocks after giving the ball to No. 4 and three linemen are around the strong side.

Diagram LII is an inside tackle play by No. 3. The ball is passed to No. 3, who starts to the left, allowing the guard to take the end and No. 2 to lead through the hole.

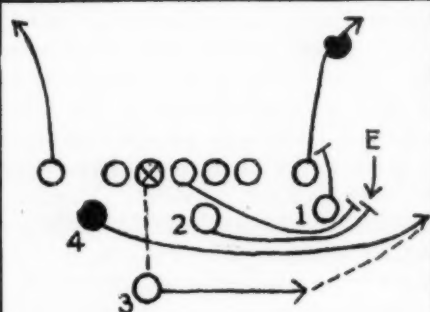
Diagram LIII is a spinner play to the strong side. The ball is passed direct to No. 3, who fakes to No. 4. Number 2 blocks the end and the short-side lineman comes around, leading the play through the hole.

Diagram LIV is a pass from a spin play. The ball is passed to No. 2, who fakes to No. 4. Number 2 passes the ball back to No. 3, who in turn forward passes to No. 4, who has continued out into the flat zone.

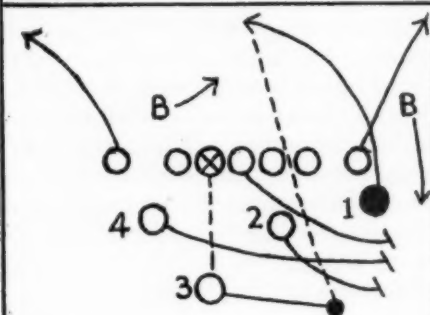
Diagram LV is an off-tackle play from a spin by No. 2 with No. 4 carrying the ball. The ball is passed



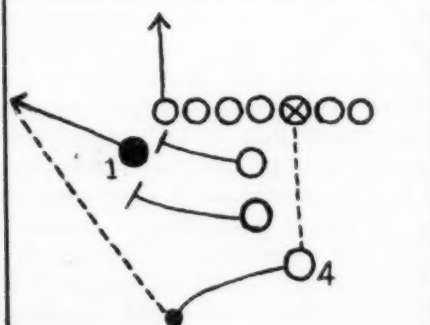
DIAG. 56



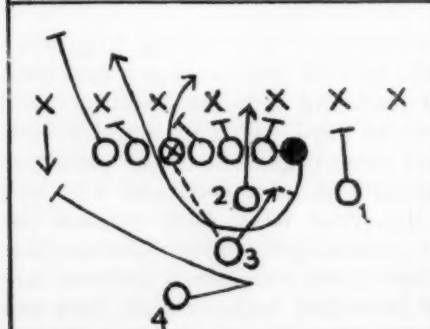
DIAG. 57



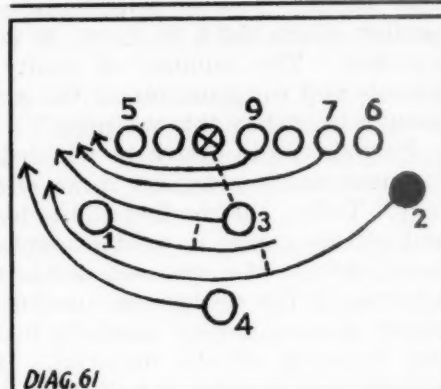
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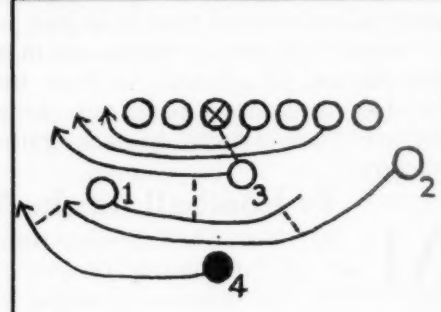
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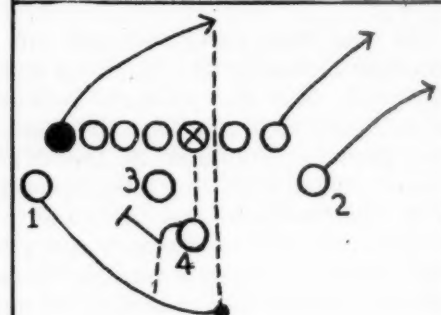
DIAG. 60



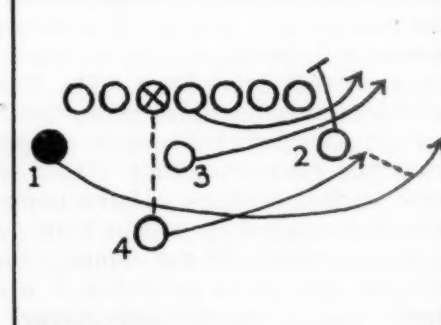
DIAG. 61



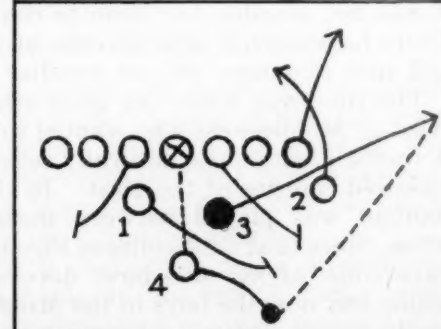
DIAG. 62



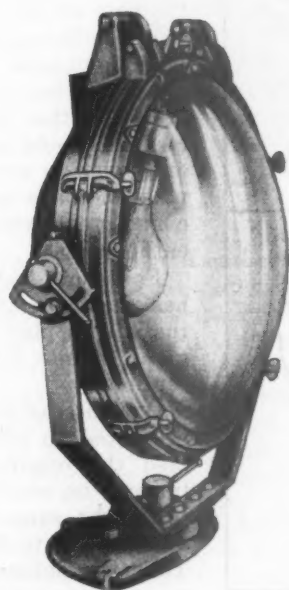
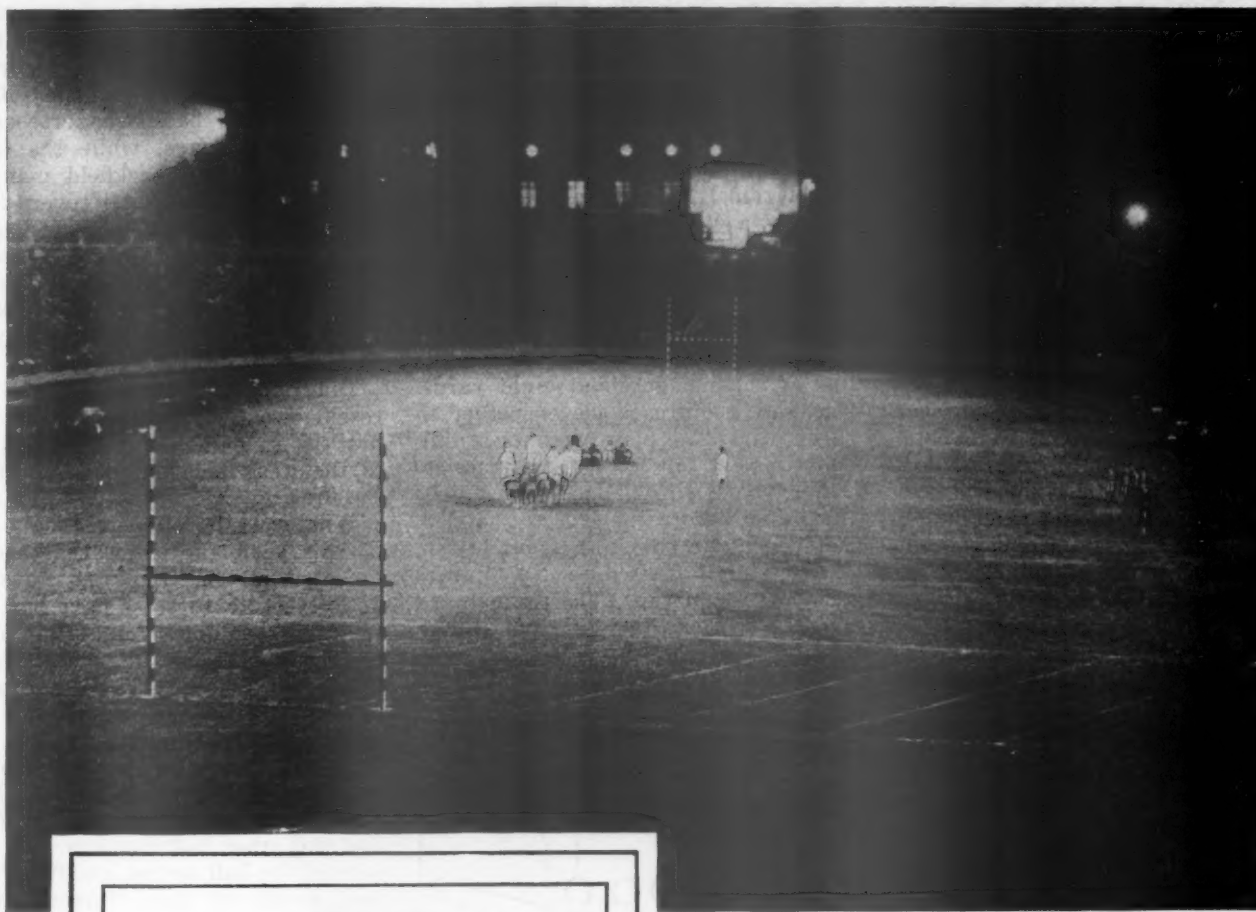
DIAG. 63



DIAG. 64



DIAG. 65



Type LCE24 Floodlight

Night Football

At a recent football game held in the East, the success of night football was fully demonstrated.

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direct to No. 2, who gives the ball to No. 4. Number 3 and the first line-man are on the end with short-side men leading the play.

Stanford's forward-backward pass, which worked so well against Oregon State College, October 19, is shown in Diagram LVI.

Number 3 threw a short forward pass to the long-side end, Mush Muller, who had crossed over behind the defensive line. Muller in turn passed the ball slightly backward to the No. 1 wing-back as he came around. The toss was from five to eight yards and fairly high.

Idaho's running pass used for scoring is shown in Diagram LVII. Number 4 starts ahead of the ball and keeps on running flat. Number 3 takes the ball, running to the right and if No. 4 is free, flips him a pass. The strong end goes down, pulling the secondary deep. If the defensive left end backs up, No. 3 keeps on running, with 2, 4 and the guard as interference.

Diagram LVIII is a play for a box defense. Number 4 runs as in Diagram LVIII. Both ends go down and out to open up the deep end of the box formation, while No. 1 delays and breaks into the deep opening to receive the pass.

Pomona College, coached by Eugene Nixon, has an accurate passer in Poke Hartman, a fine lefthanded triple threat man. One play, as shown in Diagram LIX, was used successfully for scoring on both October 12 and 19. Number 1 speeds out straight and flat and receives an accurate bullet pass from the lefthanded passer. The long end goes down straight to hold the defensive backs in.

Pomona also used a short reverse, as is shown in Diagram LX, after many darts into the line by No. 3 back. Number 3 starts a buck just inside the long side end, giving him the ball and he dives into line. The line holds, as the diagram shows, and the end reverses just inside or outside the defensive right tackle, depending on where the opening is. Number 4 fakes slightly to the right, then blocks the defensive right end out.

Diagram LXI shows a weak-side end run used by Pittsburgh. The ball goes to No. 3, who passes to No. 1, who in turn passes to No. 2. The interferers are Nos. 7, 9, 3 and 4.

Pittsburgh does one thing that is unorthodox and perhaps new; the two wing-backs face in towards the ball instead of to the front. The evident object is to give them a faster start when they are to receive the ball from No. 3.

Diagram No. LXII. This play is a companion play to No. LXI. Play

LXII starts just as does play No. LXI except that back No. 4 drifts deeper and wider so as to be in a position to receive a lateral pass from No. 2.

The Pittsburgh players handle the ball very cleverly in the exchanges and make it difficult for the defensive players to know who has the ball.

Diagram LXIII, a Duke University play, is a Warner double wing-back formation. This play is unusual because No. 1 delivers the ball so fast. Number 1 receives the ball from No. 4, leaps into the air and passes to the left end, who has gone beyond the line of scrimmage about eight yards. The play requires a clever passer to execute it. The play presents a difficult problem for the defensive backs.

Diagram LXIV. Back No. 1 goes in motion before the ball is snapped. As soon as he passes in front of No. 4, the ball is passed to No. 4, who goes on an end run. The right guard and No. 3 block the defensive fullback and left halfback respectively. The defensive left end is allowed an open shot at the ball carrier, No. 4. When

the end commits himself to the tackle the ball is passed laterally to No. 1.

Diagram LXV is a University of South Carolina play. A forward pass defense usually has the fullback take the first back who crosses the line of scrimmage, while the center takes the second backfield man. In play No. LXV the center covers No. 3. In play No. LXVI the center covers No. 1. These two pass plays used in proper sequence might cause the center to watch No. 3 and overlook No. 1 if play No. LXVI followed play No. LXV.

Diagrams LXVII and LXVIII represent two Georgia Tech plays. The first is an end run, the second hits to the weak side and is a check for the first.

Whatever the offensive vogue may be this year, the teams that are undefeated at the time the November JOURNAL goes to press have had good forwards. If double and triple passes have worked from a double wing-back formation, it is largely because of the protection given the backs by the linemen. The sports writers may have glorified Marsters, Booth, Carideo, Savoldi, Harmeson, Welsh, Mills, Walker, Fleishhacker, Pfarmer, Cagle and the other ball carriers who have carried the ball across, but these same men would not have starred without the help of the men in the line.

When November comes each year, it is noticeable that the teams that are at the top in the percentage tables are those that have been composed of men who could block, tackle and charge and, what is even more important, of men who have tackled and blocked and charged with unusual vigor and enthusiasm.

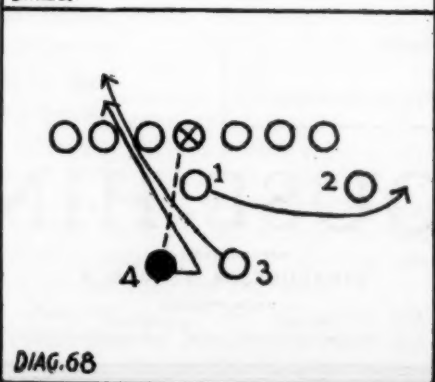
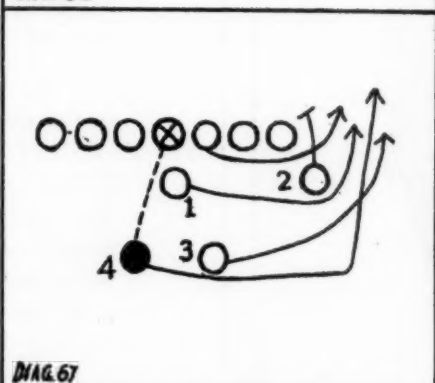
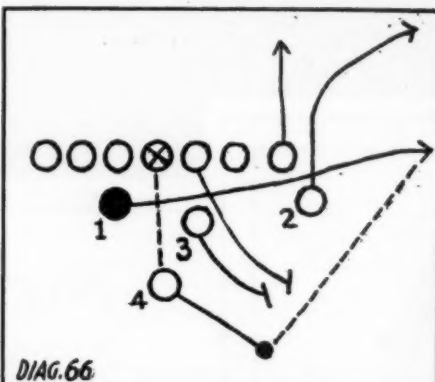
Fortunate indeed is the team that has mastered the fundamentals, has the will to play and besides has been given offense with an element of deception.

One successful coach this season has presented an offense which has troubled the opponents by shifting the linemen on one side of center out and in at the same time that the backs are moving to the side or backward. Thus the defense had two shift maneuvers to worry about.

Linemen Carrying the Ball

(Continued from page 4)

it necessary for the end to plug up the hole from where the tackle leaves. I believe that a guard carrying the ball from an unbalanced line may be made just as successful. To be successful, the lineman carrying the ball should be at least two positions from the quarterback when the ball is put into play.



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Basketball in the Grades

By Dr. H. C. Carlson
University of Pittsburgh

WHEN my boy was in the third grade, he came home with great basketball stories. He was on a team that played practically every day with varying degrees of success. One day, he would score so many field and foul goals, and another day he would sit on the bench. His team wore red sweaters furnished by the school. His team mates had certain strong points, and certain weaknesses. All of this on investigation proved to be a boyish myth. However, he at least showed some mental activity in respect to the game.

Last year, I had occasion to visit a junior high school, equipped with a fair gymnasium. Looking into the gym, I saw the instructor wearily putting in the time. There were fifteen or twenty boys, full of energy and enthusiasm, with a keen desire to play basketball. The instructor would toot his whistle and toss the ball up between two youngsters. The other players would mill around the jumpers and there would be another held ball almost immediately. Occasionally, a ball would reach the floor and more frequently was kicked than caught. This seemed to be the regular daily procedure in that gym class. The boys could carry on like that indefinitely and show very little improvement. That instructor showed that he had given the game little or no thought.

In a great many schools, we have this condition of wasted enthusiasm and energy. The boys are bubbling over with a desire to play. The instructors, through lack of background or desire, are passing up opportunities to further the interests of basketball. The smart instructor is the one who is teaching something worthwhile and allowing his pupils to feel that they are at play. In these gym classes, the boys are most alive to suggestion. Regardless of the levity thrust into the situation, the coach does help in the formation of his players' morals. Not only do the boys imitate the coach, but they ape the older players. As the coach and older players are examples in athletic activity, so they are examples in other activities. If they do not set the proper examples, they are not giving the younger generations a square deal. And any true sportsman always champions a square deal for everyone.

The athletic instruction in these

gym classes of the grades should include the prerequisites for athletic success. Habits of health should be stressed. The boy should learn that he must work systematically to become proficient. Honesty, courage, and personality should also receive attention. These young minds are now most plastic, and they are eager to receive impressions. They are having a hard time forming standard athletic habits with the present examples placed before them. Nowadays, we hear of some one smoking his way to a championship. Soon, we may hear of certain brands of moonshine that are essential to championship aspirations. Derision is one weapon with which to fight these poor examples and high priced advertisements. Cigarette smoking is now a game for girls, and no real boy wants to be effeminate. This is no hard habit to conquer, because any bum can reach for a smokey instead of a sweet. Squirting tobacco is now an obsolete sport. It started to pass about fifty years ago when a foreign writer visited us and derided the prolific and universal expectoration of the Americans. These are only little things, but, existing in the grades, they are the seeds to other activities, tangent to the welfare of everybody.

In the gym class, along with these prerequisites of any success, may be taught the physical rudiments of any sport. Ordinary calisthenics are of more value than slipshod playing of any game. In the grades, work on the fundamentals of any sport may be regarded as play by the youngsters. They can derive more good from going through a practice outline of fundamentals than by playing the game. During football season, the gym instructor can incorporate certain exercises that stimulate the fundamentals of football. Sprinting practice is common to all athletic activities. A boy may run and roll in the gym, and he will learn how to clip in football. To work out a satisfactory outline may be tedious and tiresome, but it will pay great dividends. To put across the outline to the boys will require a great effort for the first week. The second week will be easier, and from then on it will require lessened effort with greater daily improvement for the boy. The outline will give more orderliness and efficiency to every gym period.

Basketball fundamentals may be covered in the grades, several years before there are actual games. In the fourth, fifth, and sixth grades, to be on the floor and handle the ball is interpreted as playing. Many good points are incorporated in the foundation of later playing ability. The boy will come to learn that accuracy is more important than the number of shots he gets. He will take pride in passing accurately and receiving passes faultlessly. The entire class may learn the pivots and interchange ideas away from the floor. Cutting and dribbling will become something definite rather than vague terms.

The first step in the daily organized practice outline should be a line-up for a few calisthenics. At this time, the athletes are receptive to announcements. This line-up is conducive to good fellowship among the boys. There is plenty of good natured bantering and wisecracking. The boys gradually warm up in spirit and body. While they number off in one's and two's, they may rise to their toes a number of times, thereby strengthening their ankles. To go toward an opponent and sidestep him is an accomplishment in basketball as well as in football. If the player starts out with the left foot, takes three steps forward, and drives to the right from the left foot, he will get the proper technique of sidestepping. If he tries to drive to the right with the right foot, most of the weight is on the left side, and this is a handicap. In addition to the shifting of weight, there is also an awkward crossing of the feet. This driving off with the proper foot later becomes a matter of habit. The practice should consist in driving in both directions.

Next in the outline should come the practice of pivots. With both feet together, the straight pivot may be started by stepping forward with the left foot. The right foot becomes the pivot foot and must be kept in contact with the floor. The body may be rotated clockwise or counterclockwise with the left foot off the floor, so long as the right stays in contact with the floor. With this pivot, it is permissible to hold the ball as long as possible. The reverse pivot is chiefly for deception. With both feet together, the right foot is projected forward at an angle of forty-five degrees to a point in front of the left foot. This

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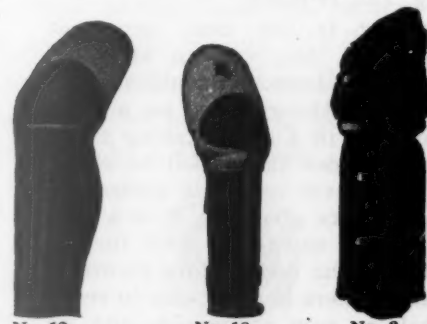
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is the step for deception and the player must face the left. The next step should mark progress, for the player may continue to the left or switch to the right with a reverse pivot. With the reverse pivot, in this case, the weight is thrown on the right foot, and the body is rotated counterclockwise. The drive is from the right foot and the left foot is pointed to the right of the original position. The entire squad should take the steps in unison and the pivots should be tried with the right and left feet used as pivot feet. The one's may face the two's and vice versa to facilitate the mechanics of the pivot.

The one's and two's facing each other may move back several paces. A baseball pass across the floor may then be practiced, both aerial and bounce. A ball to each five men generally makes a compact passing outfit. Next may come the two-handed push pass, aerial and bounce. This two-handed push pass may be further augmented by a preliminary fake in the opposite direction, another fundamental of the game. Next is included cutting practice with the use of the push pass. While the passer fakes a pass away from the cutter, the latter leans his body or feints away from the passer. As the passer brings the ball back towards the receiver, the latter runs across the floor to receive the ball in front of the passer. The receiver now becomes the passer and fakes to return the ball, while his receiver feints in the opposite direction. The practice continues in this manner. Up to this time the following fundamentals have been practiced: pivoting, passing, receiving, cutting, faking, and feinting.

Shooting is the most important fundamental, for, without shooting, we could not score. A common sight is to go into the gym and see a number of boys in a circle, taking turns at going under the basket to shoot. This shot never comes in proportion to the practice given it. It is a mistake for the shooter to wait for the ball to hit the floor before recovery. In games, there is a striving to reach the ball as soon as possible and we should practice as we play. The first shot should be from either side of the basket after receiving a pass. Next the shooter should first cut from the side of the floor, receive a pass and shoot from beneath the basket. In sequence the shooter should cut, receive a pass at the side of the court, and dribble in toward the basket for his shot. To add the feature of a fake, the shooter should stand out from the basket, fake a pass or shot, and dribble in toward the basket for his shot. At this place in the outline, we

should incorporate the pass to the side line with a quick return pass followed by a dribble in toward the basket for a shot. After these various closeup shots have been mastered, then the shooters may move back gradually from the basket, emphasizing accuracy rather than speed.

The foregoing is an outline adaptable to work in the fourth, fifth, and sixth grades. It may be given and absorbed in a week and will be very beneficial. It should be placed on a bulletin board to help the boys grasp the different points.

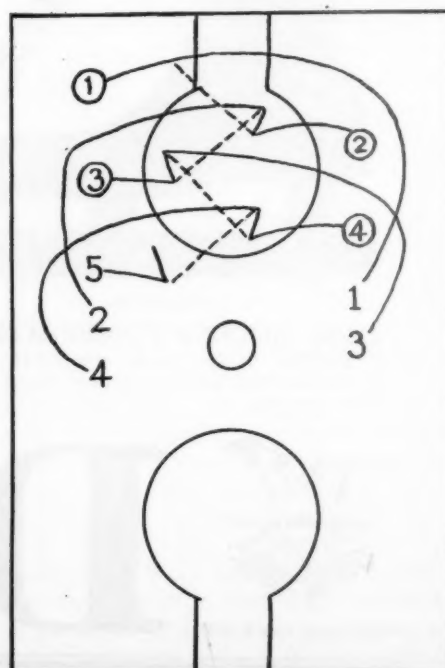
- I Line up—calisthenics—number off in one's and two's.
- II Practice of straight and reverse pivots.
- III Body feints, forward progress, driving off of proper foot.
- IV Cross floor passing—aerial and bouncing.
 - a. Baseball pass—with one hand.
 - b. Push pass—incorporating fake.
 - c. Cutting in front to receive the ball—fake and feint.
- V Shooting—both sides of the floor. The passer may fake a shot before passing.
 - a. Standing beneath the basket and receiving a long diagonal pass from the opposite side of the floor.
 - b. Cutting from the intersection of foul and side line to receive a pass under the basket for a shot.
 - c. Receiving a pass at the side of the floor and dribbling in for the shot.
- VI Dribbling—both sides of the floor.
 - a. Faking a pass or shot and dribbling in close to the basket for a shot.
 - b. Passing to the side line, cutting, receiving a return pass, dribbling into the basket and shooting.
- VII The practice outline might be concluded with contests in set shots. This would allow the session to end pleasantly.
- VIII Some coaches feel that practice should stop with the players desiring to continue. This allows better anticipation for the next session.

The accompanying outline may be all that can be given due to time or ability to receive instruction. It is better to have the boys with full grasp of a few things than to have them bewildered by many. Later the outline may be augmented by other features. These additions will give the boys a sense of progress and renew their enthusiasm.

The pivot play is becoming one of the standard offensive maneuvers. The mechanics of this play might be incorporated in the outline. This, with the idea of continuity of action, would bring the seventh and eighth grader up to a high plane of basketball ability. The first step in this addition would be to have the cutter receive the ball at the foul line. He could cut from the side line, receive the ball while in motion and continue on toward the basket with a fast dribble. The variation would come when he would return the pass to the passer cutting behind him. This would bring out the contrast between dribbling in and the return pass with the first passer dribbling in to the opposite side of the basket. The practice might be further supplemented by having the receiver cut away from his basket out toward the passer. This cut would give the practice of receiving the ball, reversing the direction with a pivot, and dribbling into the basket. Corresponding to the variation of the cut from the side of the floor, the cutter might return the pass to his passer for a dribble to the basket. Further finesse might be obtained by a fake to return the pass, followed by a pivot and dribble to the basket.

The new practice outline might be closed by conveying the idea of continuity of action. With a group of five men, the passer would pass and go around two men. With seven men in the passing outfit, the passer would go behind three men. This is a further amplification of the cross floor fake and feint, cutting, passing practice. In addition to cutting across the

(Continued on page 47)



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Dribbling

By R. H. "Bob" Hager

Supervisor Physical Education, Tacoma Public Schools

DRIBBLING is without a doubt one of the most frequently discussed of basketball fundamentals. It is held as a constant threat by some coaches, and is given the unqualified condemnation of others. Two years ago it was abolished by the rules committee, only to be reinstated almost as suddenly by the vigorous protests which poured in from all sections of the country.

The dribble is still with us and in a very few weeks the pigskin warriors the country over will be trotting out on the maple court and will use the dribble with or without instruction.

Coaches as a rule do not give sufficient time to developing dribbling and then condemn it because it does not prove effective for their teams. No wise coach will slight this important part of his attack; neither will he fail to teach his squad the value, disadvantages and misuse of the dribble. There is no excuse for the player who dribbles on all and any occasions, any more than there is for the player who shoots for a basket from every point on the floor. There is a right and a wrong way to dribble and a right and wrong time to dribble. If the coach is going to allow his team to dribble, he should allow them sufficient time during practice sessions to master it.

The coach should first of all be careful about equipment. A baseball coach would not think of having his pitching staff throw a soft indoor ball one day and then give them an official ball the day of the game; yet many basketball coaches are guilty of about as bad practice as this. The valve ball has made it possible to check quickly on the pressure of the basketball. A little attention each day will keep the balls with an even pressure of thirteen pounds. If a lace ball is being used, it should be laced so that it is round and with the laces flattened down to insure a true bounce.

A good dribbler must have perfect rhythm and timing. The muscles of the arm and hand must be more or less relaxed. In teaching dribbling the following directions might be given: Avoid stiff, sharp bats at the ball. Do not hit the ball with the flat of the hand. Push the ball down with the finger tips. Keep the ball low for quick dodging movements, letting it come up a little higher on long dribbles where speed is the main object. Learn to dribble with either hand separately and alternately.

Dribble the ball far enough ahead of you so that as you bend over you may see the ball through your indirect vision, and may watch the opponents and team mates on the court ahead of you through your direct vision.

In approaching a guard who is standing still, go directly for him until you are within a couple of yards; then go to left or right as your judgment directs. If you do this he will doubtless remain standing still until you "show." You are at top speed and he is standing still, unless you give away your intentions; this puts him at a decided disadvantage. As soon as you have cut out and gained a stride advantage, cut back again to place him back of you.

If, in the above case, you fail to gain the necessary advantage to pass the guard, stop suddenly if you have spotted an outlet to a team mate, but if there is no such outlet circle back to safety, remembering that lost yardage is not always poor strategy in basketball.

Daily practice in change of pace should be taken.

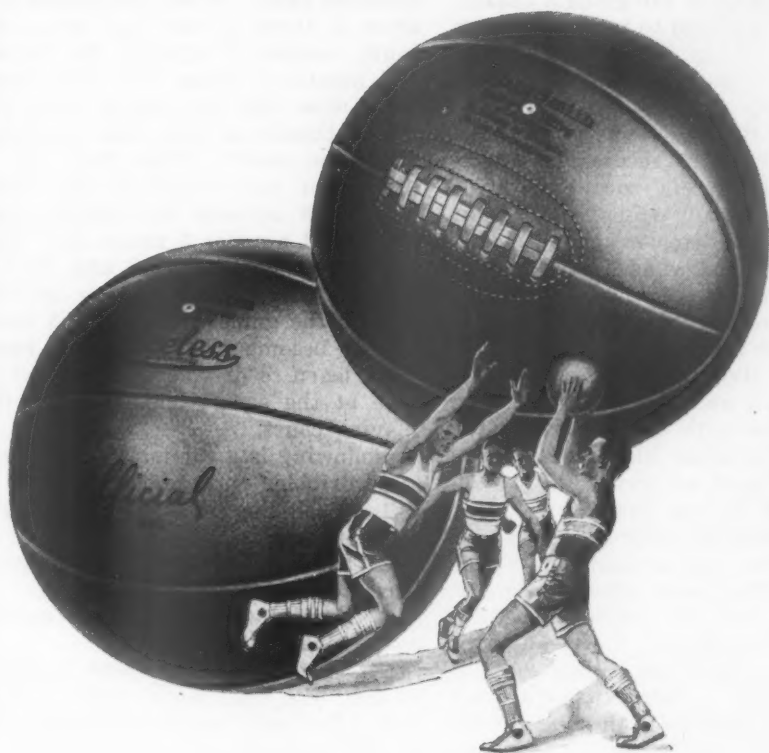
Long speed dribbles should be practiced. The advantage of a game break which gives a player the ball with half the length of the floor to go, but with no opponents ahead of him, is often lost because he cannot control the ball for this long, fast straight dribble, or because he has not learned to relax and shoot accurately after a top speed dribble.

Players should be taught the correct footwork for the start and for the end of a dribble. Illegal habits in these two particulars should not be allowed to pass unnoticed and uncorrected in practice sessions. A good official may be called in to censor players in this regard.

Music injected into early practice will remove some of the drudgery and help to develop rhythmic dribbling.

If there is plenty of equipment in the way of basketballs, several players may be started at dribbling in a restricted area, cutting in and out and dodging each other as they go. Any player is removed as soon as he loses control of the ball or strikes another player.

If the court still has the old seventeen-foot lines across it, a very effective dribble game may be played. Two or three guards, depending upon the size of the court, are placed in the middle area between the two

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seventeen-foot lines. Then three or four other players are given a basketball apiece and told to try to get from one end zone to the other without being legally stopped by a guard. The dribbler may retreat to safety in the end zone. He scores one point, however, only when he succeeds in reaching the opposite end zone. If one of the guards legally stops his dribble, the guard and dribbler change places.

Another game which is effective in teaching men to dribble with their heads up, eyes on the field, is played with five or six dribblers and four or five other players. Each dribbler is given a ball and all are lined up on the end line with their backs to the court. The other players are lined up as far apart as possible at the opposite end of the court with their arms outstretched, fingers spread wide apart. These men are numbered from 1 to 5. The coach gives these last players a set of numbers, usually three, for example: 1-3-5. This means that when the signal "go" is given, number 1, whose arms are out at his side, closes his thumb into the palm of his hand. The dribblers on the word "go" turn and dribble as fast as possible toward the player

whose thumb is missing in the silhouette hand. When the players are about a third of the way down the court, number 1 spreads his thumb and number 3 closes his. The dribblers must find the player with the closed thumb as they are dribbling down the court. When they are a little past the center of the court number 3 spreads his thumb wide again and number 5 closes his. The dribblers must find him and dribble to him. New numbers are decided on and the game continues. A dribbler to become effective in this game must learn to dribble the ball and be able at the same time to watch the playing court.

Following is a summary of points a good dribbler must remember:

1. Push the ball down with finger tips, arm relaxed.
2. Dribble low for quick change of direction and dodging.
3. Dribble waist high for speedy long dribbles.
4. Watch the ball with indirect vision; the field with direct vision.
5. Use only purposeful dribbling; avoid excessive use.
6. Check pressure of basketballs and eliminate old lopsided ones.

Shooting Baskets

By Lieutenant John S. Roosma
U. S. Military Academy

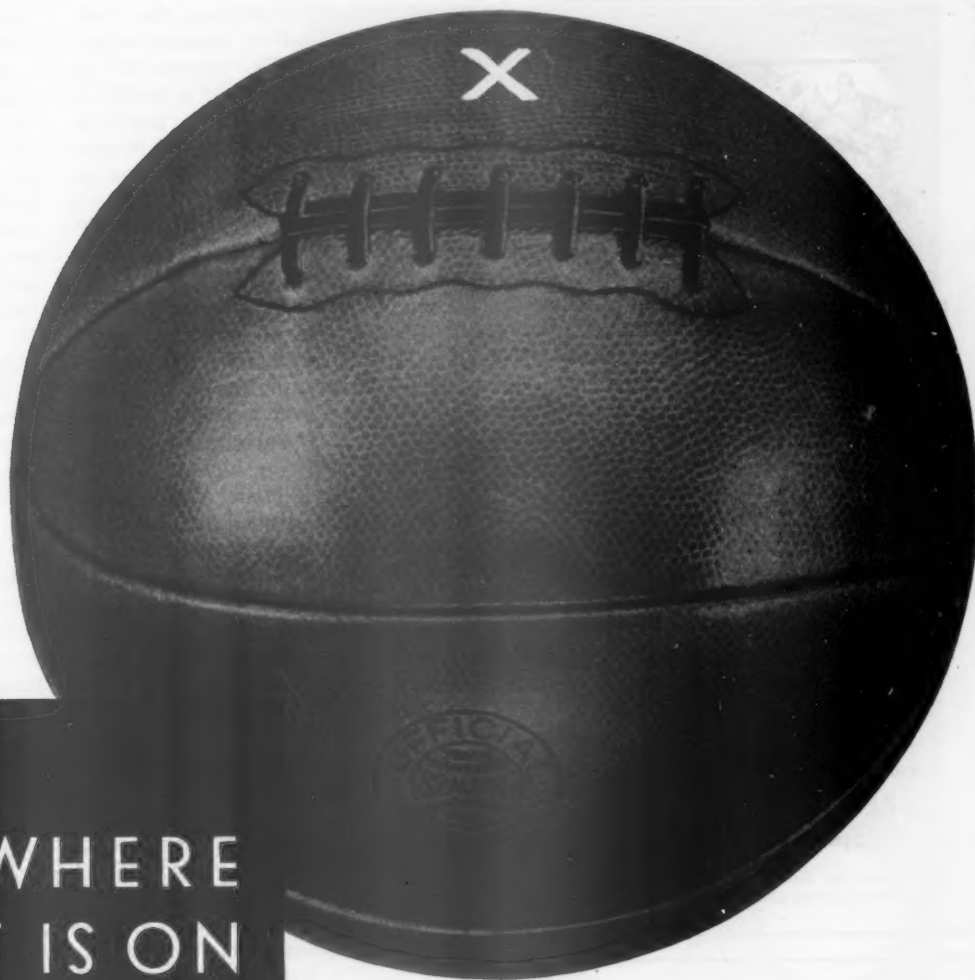
LIEUTENANT John S. Roosma graduated from West Point in the class of 1926. He was awarded the Army Athletic Sabre for the best all-around athlete. He was Captain of the West Point basketball team in 1926 and was high collegiate scorer in 1925, averaging seven baskets per game. Further he captained the Passaic High School team in 1920-21 and scored 832 points in twenty-nine games that year.

DURING my many years of basketball playing, I have been asked by hundreds of people, "How do you manage to shoot so many baskets." To make a long story short, I generally answer, "Practice makes perfect." However, there is more to this achievement than practice, which I rate as sixty per cent. The other essentials are coordination and fundamentals. They are

only two words but their perfection means the difference in a good or bad basketball shot.

Coordination in basketball means the perfect timing by the eye, muscles and mind. The eye judges the distance; the mind does the thinking and the muscles throw the ball to the place on which the mind is concentrated and the distance which the eye judges. It is readily seen that if one of these three fail to act the basket is missed. Tight heavy muscles are poor for basketball shooting. They should be long and loose.

Fundamentals in basketball shooting include the position of the body and arms, the grip on the ball, and the arc taken by the ball. The body should lean slightly forward with the feet together or in a running position. The latter is preferred, as it is natural stance after a pass or a dribble. The arms are held parallel to each other. The ball is gripped by the fingers, which are placed on the ball at its axis in a fan-shape position with the thumb used as a guide to aid the propelling of the ball. The palm of the hand does not touch the ball, which should be perfectly



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The M-V and the M-V-C are made of the

American pebbled grain leather—made by the same master workmen who make the M-V and M-V-C. The D-V is double-laced, the D-V-C laceless. Both balls are double-lined.

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balanced before attempting the shot. The arc of the ball is approximately thirty-five degrees. The reason for the high arc is as follows: If a basket is seen from a perpendicular position, it appears as a circle, but if it is seen from another angle, it appears as an ellipse; therefore, the larger hole for the ball to pass through is obtained by having the ball drop as perpendicularly as possible.

The ball should not be given any artificial spin and should be thrown so as to fall with as little impetus as possible. This will cause a great many baskets to be scored which ordinarily would rebound into the playing field.

In order to perfect the fundamentals and coordination, constant long conscientious practice must take place daily. While at Passaic High School, we would think nothing of starting practice at one o'clock and continuing until six. The entire team cooperated and we succeeded in winning one hundred and fifty-nine consecutive games.

Of course one doesn't practice plain shooting all afternoon, but games with plenty of competition should be devised. For example, see which team can be the first to shoot fifty baskets from under the basket or fifty fouls at the beginning of a season. I have stood under the basket and shot two hundred baskets without a miss. Try it and you will find that it is harder than it sounds. This kind of practice is good for the nerves and it also strengthens the muscles used in shooting. These exercises, plus plenty of

shooting from scrimmage, rapidly develops the scoring ability of a player.

A good shooter is always closely guarded and often a target for unfair play; hence he must have plenty of nerve. If the player concentrates on his shot rather than on his opponent, he will score the basket and get two foul shots, making a total of four points. Thinking about the opponent will not keep the basket shooter from being hit; so it is best to concentrate on the basket and score four points instead of a possible two.

Most men practice nonchalantly and give little thought to their work. Every shot should be aimed and mistakes corrected just as in firing a rifle. If too much pressure is put on the left side, this defection may be corrected by loosening up on the left side. As Coach Blood often said, "Every miss should be considered a defeat; shoot each shot as though your life depended upon it." A man practicing along these lines cannot help becoming a dangerous shot.

What is more nerve racking to any team than to have as an opponent a team composed of five excellent shots?

A few general principles that should never be neglected are as follows:

1. Have the ball perfectly balanced before shooting.
2. Have the body facing the basket.
3. Follow through with the arms and body in the direction of the basket.
4. Shoot the ball high in the air—arc 35 to 40 degrees.
5. Practice as though your life depended upon your success.

Without Benefit of Wind

By Lieut. Bonner F. Fellers
U. S. Military Academy

AT the 1929 meeting of National Collegiate Athletic Association coaches, Walter Christie—magnificent runner of yesterday—ably and positively expressed all that most of us know about the effect of wind on a runner. Mr. Christie explained that during a long span of years he had run in hundreds and hundreds of races, at various seasons of the year and in various altitudes, with both easy and keen competition, and in all races under multifarious conditions he had made one certain basic observation: He much preferred to run *with* rather than *against* the wind!

There are two reasons why an athlete prefers to run with and not against the wind. The first is purely mental. If he is of any worth, an athlete is high strung. For his race

he wants everything right. And if everything is right he is still in a fighting mood; otherwise he would be worthless in competition. Running into the wind irritates any good runner.

But there is a mathematical reason which helps to explain this mental condition. Should a head wind retard a sprinter a full second in a hundred yard dash, it does not at all follow that running *with* the same wind will lower the sprinter's best time on a still day by a full second. Far from it!

A poor rule it may be, but one which absolutely refuses to work both ways.

Resistance due to wind varies not directly but as the square of the wind velocity. For example, let us suppose that a sprinter runs into a 15 m.p.h.

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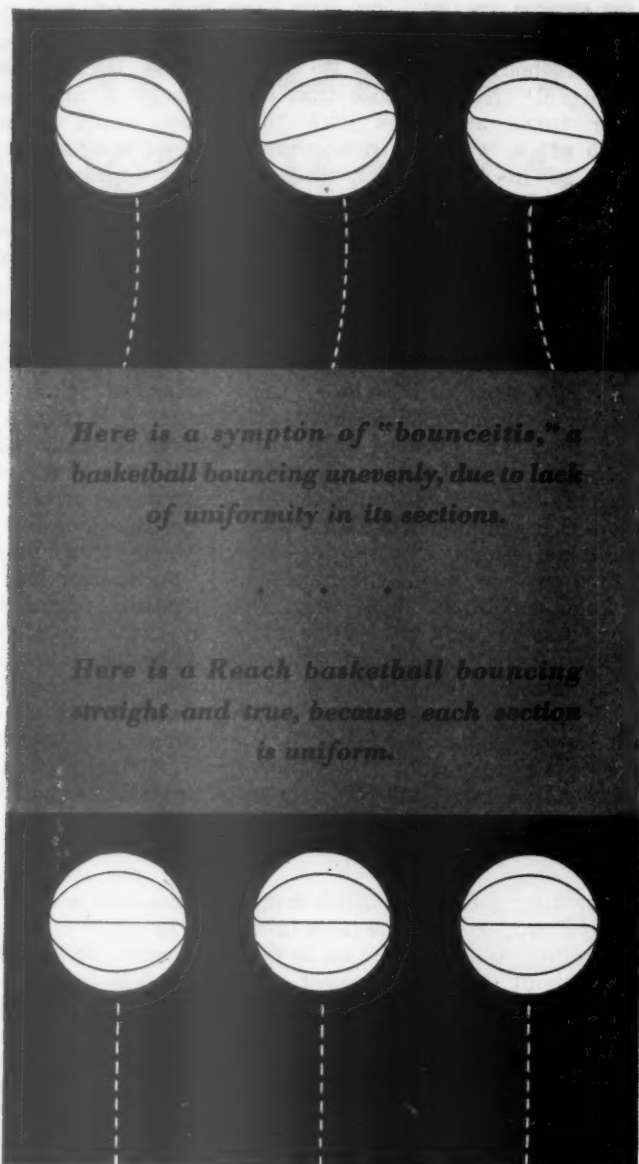


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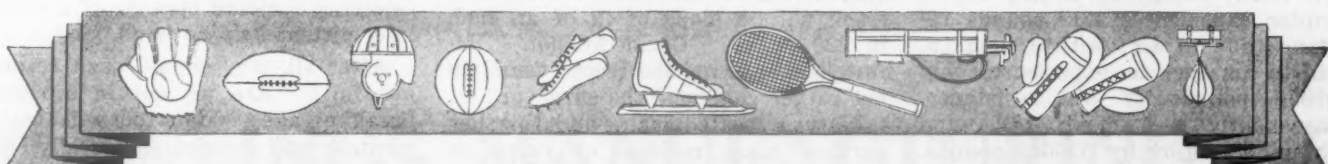


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wind. Assuming his running speed to be 20 m.p.h., the air movement relative to his body is actually 15 + 20, or 35 m.p.h. Now suppose that the sprinter turns and runs *with* this same 15 m.p.h. wind: Air movement relative to his body will then be 20 - 15, or only 5 m.p.h.

Stating resistance values in a general equation for all wind pressures, gives: [Resistance in pounds = a constant \times area in square feet \times (velocity in m.p.h.)²] or specifically

$$R = C \times \text{area} \times 35^2 = K1225$$

$$R = C \times \text{area} \times 5^2 = K25$$

In other words, a sprinter at full speed (20 m.p.h.) headed into a 15 m.p.h. wind, encounters exactly *forty-nine* times the air resistance that he encounters running with a tail wind of the same velocity.

Before the coming of the airplane, man knew but little about wind resistance and stream lines. Now with wind tunnels and accurate measuring devices empirical formulae have been developed which shed light on wind effects.

By actual experiment it is known that *resistance* in pounds which wind offers to a body is *equal to a coefficient times the square of the velocity* in miles per hour.

In selecting a formula which might apply to a runner, care has been taken to determine, as accurately as is possible without a wind tunnel, the proper coefficient. An empirical formula for a fuselage, the front of which surprisingly resembles a man's trunk and shoulders, the landing gear of which still more strikingly resembles his legs and feet, was selected. The area exposed to wind resistance of an average size man in a running position is assumed to be 4.5 square feet. Hence the formula:

$$\text{Resistance in pounds} = .00075 \times 4.5 \times \text{m.p.h.}^2, \text{ or more briefly}$$

$$R = .00375 \times V^2$$

From the above formula it may be easily shown that on a still day the wind offers to a sprinter a resistance of 1.35 pounds; when the runner sprints into a 5 m.p.h. head wind the resistance is 2.109375 pounds and if he runs with a 5 m.p.h. wind to his back the head resistance due to wind is only .759375 pounds.

In other words, on a still day a sprinter experiences 1.35 pounds resistance due to air; with a 5 m.p.h. wind to his back he experiences only .759375 pounds of air resistance. Consequently a 5 m.p.h. tail wind lightens his effort by .590625 pounds.

The problem for solution then becomes how much will this decreased resistance of .590625 pounds *increase* a sprinter's speed?

A line of force saves .590625 pounds of effort all along the runner's course.

How much does this decrease his running time? Certainly not much—but unless it is known just how much energy a man expends in sprinting there would appear to be no basis for actual mathematical determination or even approximation.

At best a sprinter is an inefficient machine. He does not roll like an automobile; he has no flywheel to aid in a delivery of smooth power; he cannot glide like an airplane. His running is only a series of jerky starting and stopping of legs and arms, of jolts on his joints, of extending legs, one after the other, to break the fall. Changing direction of legs and arms so quickly takes tremendous power and requires beautiful coordination, but it is an inefficient means of propulsion.

So tremendous is the power expenditure demanded that a sprinter in the very pink of condition may utterly exhaust himself in a short dash occupying but a few seconds of time. How insignificant, therefore, in comparison becomes the slight factor of .59 of a pound of air resistance. Double it—quadruple it if you like—and it appears still as nothing! Surely this .59 of a pound could make only the slightest, inappreciable difference in a sprinter's time.

In a 220 yard dash the best sprinter spends 20.6 seconds of supreme physical effort. Suppose he runs with a 5 m.p.h. tail wind. For 20.6 seconds he has had, due to tail wind, .59 pounds less wind resistance than he would encounter on a still day. During the entire race he has had to encounter $20.6 \times .59$ or 12.154 second pounds less air resistance in pushing toward the finish line.

On a 220 yard track suppose the finish is .9 of an inch lower than the start. Is this enough difference in elevation to mention? Certainly not. Yet on a still day in sprinting a 220 yard race, a 160 pound runner receives *more* assistance from this imperceptible down hill grade than a 5 m.p.h. tail wind could impart to him!

$$\text{Work (foot pounds)} = \text{force}$$

$$(\text{pounds}) \times \text{distance (feet)}$$

$$12.154 = 160x$$

$$x = .9 \text{ inches}$$

Would any referee disqualify a man who broke a world's record on a track with a slope of .9 of an inch in 220 yards? Decidedly not. Before he disallowed the record would he not rather challenge the surveyor?

Nature created man—and this has perhaps taken millions of years—to move about and have his being in an atmosphere of 14.7 pounds per square inch. That pressure is normal for man. Man is especially created to use his maximum physical effort without interference of atmospheric pressure

or normal breezes. So strongly built is man that for physical activities normal breezes are unnoticeable. Only when comparatively high velocities are encountered do air movements exert appreciable influence on movements of the human body.

Coach Edmundson, of the University of Washington, timed a sprinter who ran both into and with a 3 m.p.h. wind. *There was no difference in time.* Low velocities can have only a slight effect on a sprinter.

Right here it might be said that the human element, coupled with inaccurate stop watches is ground for far more investigation and study than is the effect of a low wind velocity. By the most conservative law of probability, with seven synchronized watches in the hands of experienced timers, an error of at least .06 of a second is just as likely as not to occur.

We are often misled by flags on a stadium. Flags may indicate a 30 mile gale while actually on the track near the ground the wind might be blowing at a mere fraction of that rate and, due to the deflecting properties of the stadium, in a direction varying materially from that indicated by the flags.

To determine accurately the velocity of the wind an anemometer should be placed near and not more than four feet above the track and readings taken during the race being timed.

If the wind is not parallel to the track only that component of the cross-wind which helps the runner should be figured.

Unless the wind at a runner's back be of velocity greater than 20 m.p.h. it can never in the truest sense be a helping wind, since the runner's speed equals or exceeds that of the wind. The only aid a tail wind less than 20 m.p.h. can lend a sprinter is in making lighter the head wind generated by the runner.

In the foregoing statements and discussion, if error has been made it has been on the conservative side. In other words, based on conservative deductions, a 5 m.p.h. tail wind is of so little help to a runner that it may safely be disregarded. Officials should exercise due care and judgment before rejecting a record because of a slight, intermittent *helping* wind.

After all, why should dash records *not* fall? Are we not in a record breaking age? Man today is better mentally and stronger physically than were his forefathers. Perhaps some of us are like the Old Grad who at his twenty-fifth reunion declared that everything, even the campus and buildings, had changed, and that he alone was just the same.

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Football Rules

By Arthur Strum
Indiana State Teachers College

The following is a true-false test on the football rules as prepared by Mr. Strum. Coaches and players might well review the rules by following the directions as stated below.

EACH of the statements below is either true or false. If a statement is *TRUE*, put a plus sign, +, on the dotted line to the left of the *true* statement. If a statement is *FALSE*, put a zero, 0, on the dotted line to the left of the *false* statement. Do not mark a statement for which you have no decision.

DO NOT GUESS. Guessing reduces your score.

Do all the easy ones first, then return to the harder ones.

Do not talk or ask questions.

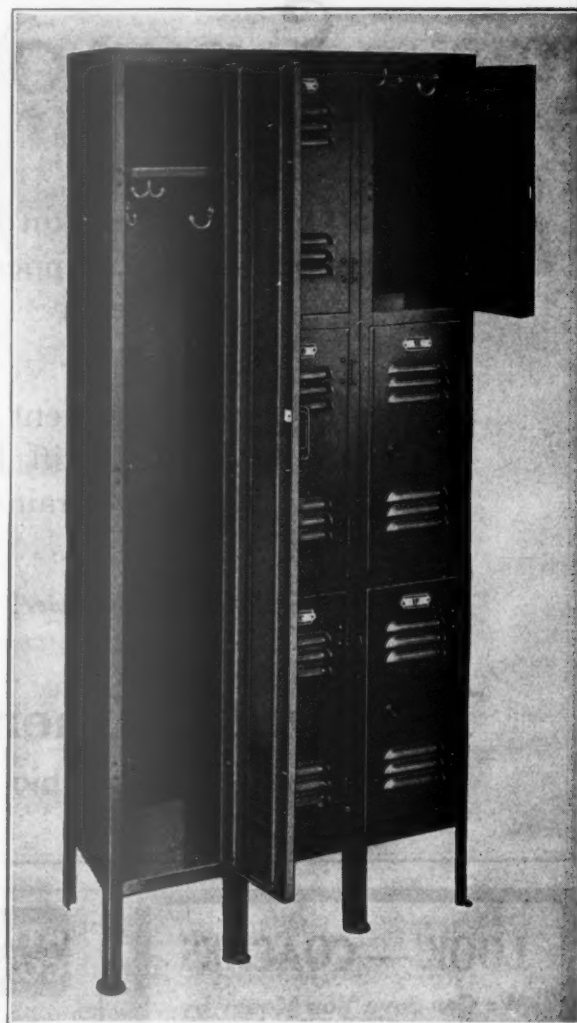
STATEMENTS

- ... 1. A player withdrawn during the second half may not return to the game.
- ... 2. A player substituted at the start of the second half may not communicate with the other players.
- ... 3. In case a change in the position of the players is rendered necessary by the substitution, the substitute may give the information to the players concerned.
- ... 4. After a player has reported to the proper official, and the change has been approved by his captain, the substitution shall be considered completed.
- ... 5. A player may return to the game at any time.
- ... 6. The yardage penalty for unfairly delaying the start of the second half for the purpose of taking the "edge" from the other team is 25 yards.
- ... 7. Time shall not be called for the end of the period until the ball is dead, but in case of a touchdown the try-for-point shall be allowed.
- ... 8. A scrimmage takes place when the holder of the ball places it flat upon the ground, with its long axis at right angles to the line of scrimmage, and puts it into play by snapping it back by one quick and continuous motion, the ball actually leaving his hands.
- ... 9. If the snapper-back does not hold the long axis of the ball as specified, the penalty is 5 yards.
- ...10. The line of scrimmage for both sides is an imaginary line, parallel to the goal lines and passing through the center of the ball.
- ...11. A field goal may be scored by the place-kick which takes place on the kick-off.
- ...12. Tripping is obstructing a player below the knee with the hand or with that part of the obstructing player's leg that is below the knee.
- ...13. The ball is dead when a forward pass becomes incompleting.
- ...14. After the legal completion of a forward pass in the end zone, the player so completing the pass must touch the ball to the ground and cry "down."
- ...15. If a foul is committed by a player behind his own goal line when the ball is in the air as from a kick, a touchback is scored.
- ...16. "That it is all right to violate the rules if you do not get caught" is a desirable code for football.
- ...17. A touchback is made when the ball in possession of a player guarding his own goal is declared dead by the referee, any part of it being on, above, or behind his goal line, *provided the impetus*, which sent it across the goal line was given by an opponent.
- ...18. All players of the team in possession of the ball must be either on the line of scrimmage or at least one yard back of this line.
- ...19. The snapper-back may assume any position, so long as he is not off-side, in putting the ball in play.
- ...20. Encroachment on the neutral zone is "good football."
- ...21. The penalty for making a forward pass by the side which did not put the ball in play is 15 yards.
- ...22. A player occupying the position of end on offense may drop back from the line of scrimmage if a player who ordinarily plays behind the line takes his place on the line of scrimmage.
- ...23. A player shall be considered to be on the line of scrimmage if he has both hands or both feet up to or within one foot of this line.
- ...24. He is on the line of scrimmage if he has one foot and one hand up to or within 12 inches of this line.
- ...25. Coaching from the side lines is prohibited in the rules because it is considered an unfair practice.
- ...26. A player is downed when his hands touch the ground while he is in the grasp of an opponent.
- ...27. The side just scored upon by a touchdown has the option of kicking off or having their opponents kick off.
- ...28. A touchback is made when a player of the side in possession of the ball makes a forward pass which becomes incompleting behind his goal line.
- ...29. After a fair catch, the ball must be put in play by a punt, drop-kick, or place kick.
- ...30. A variation in a starting signal when used to draw opponents off-side, should be penalized.
- ...31. If while Team A is preparing to make a free kick, following a fair catch, they allow the ball to touch the ground, Team B may recover the ball.
- ...32. In all shift or "huddle" plays, all players of the side in possession of the ball must come to an absolute stop, and remain stationary in their new positions for a period of approximately one second.
- ...33. If one second can be conveniently measured by rapidly counting 1, 2, 3, 4, a stuttering quarterback would be penalized.
- ...34. A single man in motion is penalized the same as an illegal stop on a shift or "huddle" play.
- ...35. If, on the try-for-point after touchdown, the team making the "try" fumbles and then recovers the ball, play contin-

ues until the referee declares the ball dead.

- ...36. If on the try-for-point after touchdown, a foul is committed by team on defense, the additional point shall be awarded the team making the "try" without further play.
- ...37. If a tackle is shifted to a position in the backfield on offense, and he occupies a place 5 yards back of the line of scrimmage, he may not again return to his position at tackle.
- ...38. A tackle may be shifted to the safety position on defense.
- ...39. If a player has been withdrawn, and returns to the game, he may be placed in any position, providing he complies with the rules governing changing positions from line to backfield and vice versa.
- ...40. If the safety of Team B catches a punt, and after a run of considerable distance, fumbles the ball, a player of Team A may recover and run for a touchdown.
- ...41. If a fumbled ball goes out of bounds that has last been touched in the field of play simultaneously by opposing players, it shall belong to the side which put the ball in play.
- ...42. When the ball goes out of bounds, it must be put in play 15 yards from the side line.
- ...43. If a player in attempting to make a fair catch, after catching the ball, takes more than two steps, no yardage penalty is inflicted.
- ...44. After a touchback, the side making the touchback shall put the ball in play by a scrimmage from first down in the center of the field on its own 20-yard line.
- ...45. After a safety, the side making the safety may put the ball in play by scrimmage.
- ...46. If the ball strikes an official, the ball shall be played precisely as though it had not touched him.
- ...47. Time shall be taken out during a try-for-point after touchdown.
- ...48. Each captain is entitled to ask for "time out" three times during each half.
- ...49. If a player is injured and his captain calls for "time out," but a substitute takes the injured player's place in less than two minutes, no "time out" shall be charged.
- ...50. A "huddle" may consume 30 seconds.
- ...51. When "time out" is called for

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the purpose of lengthening the game, the referee shall instruct the timekeeper not to stop his watch.

- ...52. During the last two minutes of either half, time shall not be taken out for substitutions made by either team.
- ...53. A player may not lay his hands upon or interfere with an opponent before the ball is put in play so as to cause delay in putting the ball in play.
- ...54. If Team A makes a free kick, members of that team who are on-side may catch the ball on the fly without penalty.
- ...55. If a player of Team A is about to catch a punt and is tackled by a player of Team B, but he catches the ball while falling, no penalty should be given.
- ...56. After a signal for a fair catch has been given by the safety of Team A, he fumbles the ball and a player of his team picks the ball up, the second player may run for a touchdown.
- ...57. The player carrying the ball may place his hand on a teammate to push him into an opponent.
- ...58. A player may lift a fallen runner to his feet in order to enable him to continue his run.
- ...59. A player of the side not in possession of the ball may use his hands and arms to get at the ball or the player carrying the ball.
- ...60. If the side in possession of the ball kicks, the players of that side who have crossed the line of scrimmage, may use their hands and arms to push opponents out of the way in order to get at the ball.
- ...61. If a player of either side is pushed by an opponent into a kicked ball lying loose, and his hand touch the ball, he shall be deemed not to have touched the ball.
- ...62. If the ball is in possession of neither side and illegal use of the arms or hands take place, the penalty shall be loss of the ball to the offended team.
- ...63. On a forward pass, players ineligible to receive the pass must remember that they are entitled to a place on the field, and need not get out of the way for those of the side not making the pass.
- ...64. If a tackle holds an end on a forward pass play before the pass is made, and thereby prevents him from getting down the field quickly, the penalty is loss of the ball to the

offended side at the spot of the foul.

- ...65. If a team makes a forward pass, the ball is considered in its possession only up to the time the pass is made.
- ...66. On a backward pass by the snapper-back when the ball goes out of bounds, it shall belong (at the point where it crossed the sideline) to the side which made the pass.
- ...67. When Roy Riegals ran the wrong way in the game with Georgia Tech on Jan. 1, 1929, he would have scored a touch-back had he crossed his own goal line and downed the ball there.
- ...68. A forward pass, whether handed or thrown, must be made from a point at least 5 yards back of the scrimmage line.
- ...69. An illegal forward pass is penalized the same as in incomplete forward pass.
- ...70. Only one forward pass may be made in each scrimmage.
- ...71. The player designated as end in the starting line-up is always eligible to receive a forward pass.
- ...72. If an ineligible player of the passer's side on a forward pass play touches the ball, it shall go to the opponents at the spot of the preceding down, except if the foul occur between the opponent's 10-yard line and their end line.
- ...73. If a player of the passer's side legally touches the ball, any team-mate may complete the pass by catching it before it touches the ground.
- ...74. When a forward pass has been touched by any player of the side not making the pass, all players of both sides may secure possession of the ball by catching it before it touches the ground.
- ...75. If a forward pass is caught simultaneously by an eligible player of the passer's side and by an opponent, it shall belong to the side that did not put the ball in play.
- ...76. Any player may recover the ball on a fumble or a muff except in the case of forward passes.
- ...77. When any return kick is made, no player of the side making the kick may touch the ball until it touches an opponent.
- ...78. If, during a scrimmage the ball is being held for a place-kick by Team A, and a player of Team B breaks through the



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- line and kicks the ball, Team B should be penalized for kicking a loose ball.
- ...79. A kicked ball that is blocked by a player of either side, and does not cross the scrimmage line, may be recovered by any player.
- ...80. If a punt is partially blocked by either side, and thereafter crosses the line of scrimmage, it shall be considered a free ball.
- ...81. If a player of Team A is kicking from behind his own goal line, and a player of Team B blocks the kick while in the field of play, the impetus which caused the ball to go behind Team A's goal line was given by Team B.
- ...82. If a player is off-side, and the ball is touched by an opponent with his hand or hands, the off-side player is put on-side.
- ...83. If Team A punts, and the safety man of Team B catches the ball, and, after a run of considerable distance, drops the ball causing it to roll out of bounds, but just before crossing the sideline, the ball is touched by a player of Team A, the referee should rule Team A's ball.
- ...84. In (83) when the ball is fumbled, player of Team B picks the ball up, and runs for a touchdown; the referee should rule the touchdown legal.
- ...85. In (83), if Team A recovers, and runs for a touchdown, the referee should rule the touchdown legal.
- ...86. If an attempted field goal falls short of the goal post, the other team may not run the ball back.
- ...87. In case a fumble occurs on a play starting from a scrimmage, the ball must pass into actual control and possession of the other side before the continuity of the downs is considered broken.
- ...88. If the ball does not cross the line of scrimmage on a punt, the continuity of the downs is broken anyway.
- ...89. The forward point of the ball in its position when declared dead, shall be taken as the determining point in measuring.
- ...90. The penalty for striking, kneeling, or kicking by any of the players is disqualification and loss by the offending team of one-half the distance to its own goal line.
- ...91. If a person or a number of persons, other than players,

are guilty of an act which is palpably unfair and not elsewhere provided for in these rules, the referee shall have authority to make such rulings as his judgment for justice may require.

- ...92. There shall be no coaching, either by substitutes or any other person not participating in the game.
- ...93. A penalty which includes disqualification may be declined, and the disqualified player need not leave the game.
- ...94. If, with Team A making a try-for-point after touchdown by a drop-kick, the ball strikes a player of Team A in the back and then goes over the cross bar, a goal shall be scored.
- ...95. It is a touchback when a forward pass made from the field of play touches the ground within the end zone.
- ...96. When a foul is committed on the try-for-point after touchdown by the side attempting the "try," and it directly affects the play concerning the try-for-point, no point will be allowed if made or missed.
- ...97. In case of a fumble from scrimmage, a player may at all times bat the ball in any direction.
- ...98. In case an off-side man touches a punted ball on the 1-yard line and the ball rolls into the end zone, the offended side may decline the penalty.
- ...99. If a player unintentionally kicks a loose ball, in possession of neither side, a foul is committed.
- ...100. If a foul is committed following a touchdown, the penalty shall be inflicted on the try-for-point after touchdown.

Changes in Football Viewpoints

Dr. J. W. Wilce

FOOTBALL, like everything else, passes through stages or periods. This generalization may be applied to the game itself and also to those elements which form its essential parts. Those who have studied the changes in football coaching over the country can appreciate the great difference. A vital difference has been brought about by changes in the American social viewpoint and in the type and degree of education in the social system, which football reflects.

The biggest change, I believe, is that from the stage of coaching "blah, blah" to that of relatively scientific teaching of all phases of the game.

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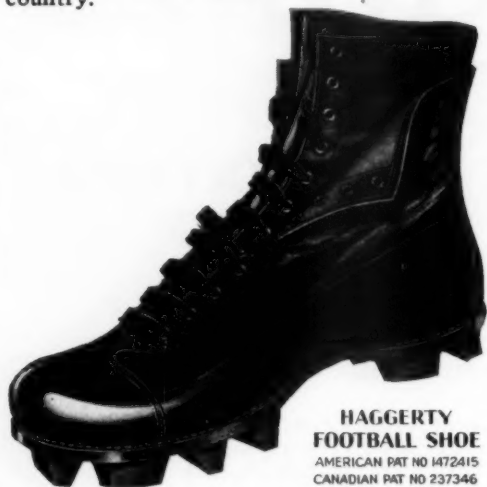
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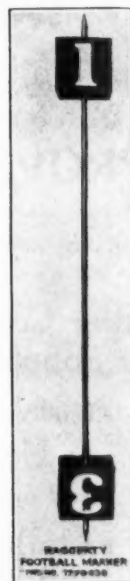
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The pressure which the game has developed has forced this situation. More boards of control know football. More of the alumni know football. More of the public know football, and a tremendously increased proportion of the public know and *think* they know football. This last, as every coach knows, is one of the most difficult situations a coach has to combat. Scientific strategy is many times made very difficult because of these facts.

The fundamental coaching and playing change, then, is pictured by the contrast between such phases as those characterized by the imploration, "Fight! Fight! Fight!" and those identified by the more specific direction, "Keep your head, fight to the point with short digging steps, tail low, back straight; aim your block, use your eyes and keep your legs under you." Fighting spirit is dear to every coach's heart, but I sadly fear that in the past too many have relied on it too much. In other words, effective football is, roughly speaking, first, a matter of material, including natural spirit; second, of calculation, and, third, of inculcated spirit. In order to use the correct calculation, detailed methods of doing the fundamental must have been properly learned. Many younger coaches, in my estimation, make a mistake. The poor players are implored to fight, fight, fight, and they don't know what to do. Much energy is wasted rolling around on the ground. Some injuries may be traced to wild, unrestrained, frenzied and uncalculated dives which hit the ground only. This is due to an over-supply of evanescent fighting spirit, and an under-supply of calm, or at least calculated, mental direction. "Go in there and rip the guts outa them!" Many a player has gone into a game with this instruction for rather unscientific dissection ringing in his ear.

To occasional players, things of this kind appeal. As a matter of fact, we all know that there is a minority that understand or pay attention to little else. To these, scientific instruction is "highbrow theory." They say to themselves, "That's all right, I'll get 'em coach; but all that stuff is too hard to remember." When the supply of material is bountiful this condition can be remedied by substitution. The majority of teams down the range, college or club to public schools, have an undersupply more commonly. This all too frequently complicates the ideal situation. Usually the publics of large or smaller teams rather insist on the best team, and disciplining of players is not always in accord with public opinion.

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This is one of the cases where a coach is justified in remarking, "I can always dig ditches," when the player disciplined happens to be the son of a prominent member of the board of education or the leading club or political organization.

Fighting spirit has a great place in the game, but my point is that, in starting in, too many younger coaches in their own maturity of physical exuberance stress *fight* too much and *cool, calculating exactness plus fight* not enough. Both are necessary and have their place, but the team that fights in a calculating manner will go farther than that which fights and fights in the relative abstract only. Consider a coaching staff today of a head coach, a calculator and coordinator and stimulator, assistant strategist, head field coach assistants (some stimulators, some technicians), scouting staff, technicians, statisticians and students of human nature. Lucky the team that has combined in one individual the human, technical, stimulating, calculating and attractive political, "sporting" leadership which the position today seems to demand.

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Student bodies here and there reflect a similar change of attitude. The college or school which has the same number of "wild mass meetings" as was the case, let us say, eighteen years ago, is the exception. Fewer enthusiastic team send-offs and team receptions after an actual or "moral" victory is also less in my observation. The explanation of this varies with the individual experience, as there are few deep students of these trends today.

Football is less the blood and thunder type in another respect. Twenty-five years ago, players took pride in wearing the same uniform year after year. The torn and tattered jersey was relatively common. Blood stained equipment was a sign of heroism and valor. Equipment was sometimes worn until it stuck and became stiff with dried sweat and dirt. Today, the pendulum has swung the other way. A team is equipped in the best looking, best fitting equipment possible. Graduate and faculty managers have found that the crowd practically demands a neat colorful appearance

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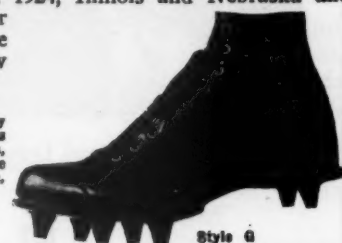


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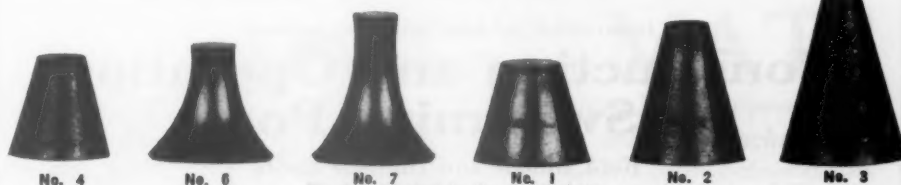
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of the team. The coach has found that a good team morale is developed by close similarity of uniforms. A well and uniformly clothed team works better together, granted other elements are equal. I believe, also, a personal pride in accurate play develops in a well uniformed team after the first flush of newness of self-consciousness wears off. The well dressed and not over dressed man has more self-confidence than he who is sloppily clad and poorly groomed. If the "blood and thunder" appeal only is to exist, the uniforming doesn't make so much difference. It is difficult to appeal for the "fight on till the blood fills your shoes," to the lad who has had a new pair of "featherweights" (at \$20 per pair) for each important game. Certain teams maintain the tradition of passing down the old suits from year to year. No doubt a boy takes a pride in knowing that he is wearing the suit in which "Speedy Bill" Smith, '28, ran through the "Big Mauve team" the year before. Clearly, however, well established atmosphere and tradition needs to exist in other phases of that school's life to make such things practical in this day and age. Changes come quickly, and that which indicates modern and colorful equipment, to meet the modern trend and competition in spectacles, is an established fact.

The practical point is that each of these trends needs to be considered in the newer coaching psychology. Some older line of players steeped in the tradition of pre-war football bewail the change which, however, is with us. A few leaders adapt older customs to newer conditions; witness Mayor Cavanaugh and his old-time tight canvas jackets.

The greatest change, and the most practical from the coaches' viewpoint, is that which leads people to less and less scrimmage as the season progresses. Granted proper adequate early season conditioning and scrimmage, the game schedule period needs relatively little rough work, for backs particularly. A new coach had better relieve his first team from scrimmage entirely during November than to over scrimmage them. More complete rests the day before games with only a shower to stimulate circulation should be seriously considered as physiologically correct. Every coach must judge his own men, but the high strung, game, fighting type thrive on such treatment universally.

Incidentally, I am prognosticating that when endocrine therapy reaches a more scientific basis it will be of great value in football conditioning. Coaches will have to know more and more about the adrenals, thyroid and

pituitary, particularly as years go on. Many know the practical reflection of these glands now, but the future holds untold possibilities for practical progress. Right now there are teams in this country which are due for an "off day" because their emotions have been stimulated too freely. Consider the "emotional rest cure" sometime in November, with the enjoyment of football life instead of continuous "fight." The change of pace is good in any sport.

Football in the Southwest Conference

By Madison Bell

Football Coach Texas A.&M. College

IN the past few years versatility has been strongly emphasized in the Southwest Conference. The coaches have been building their teams on the theory that a team, to be really good, must be able to do anything well.

For example, the team whose only offensive strength is the plunge will carry the ball down the field a few yards at each plunge and will overpower and beat a great many teams; but someday it will meet a team with the center shifted up in the line, the fullbacks and halfbacks playing up close to the line of scrimmage, and the plunging team will be stopped.

Then, on the other extreme, a team which excels in passing and does not have strong line play and a plunging attack will find a defense where most of the players are shifted into the secondary, and this defensive team will intercept as many passes as the passing team completes.

Then there are teams with an offense based entirely on tricks and deception without any particular strength elsewhere; any team well coached on defense will stop the tricky team.

Now, of course, none of these defenses will win the games unless the teams, when they gain possession of the ball, can play what we term the versatile offense. This is built on a well balanced formation from which the team can execute forward passes, backward passes, off-tackle plays, occasional end runs and plunges. We might add that along with these plays is developed deception with strength. Most all formations which have been used in this period of development for the past six years in the Southwest Conference have been variations of punt formations, and of the Warner and Rockne systems.

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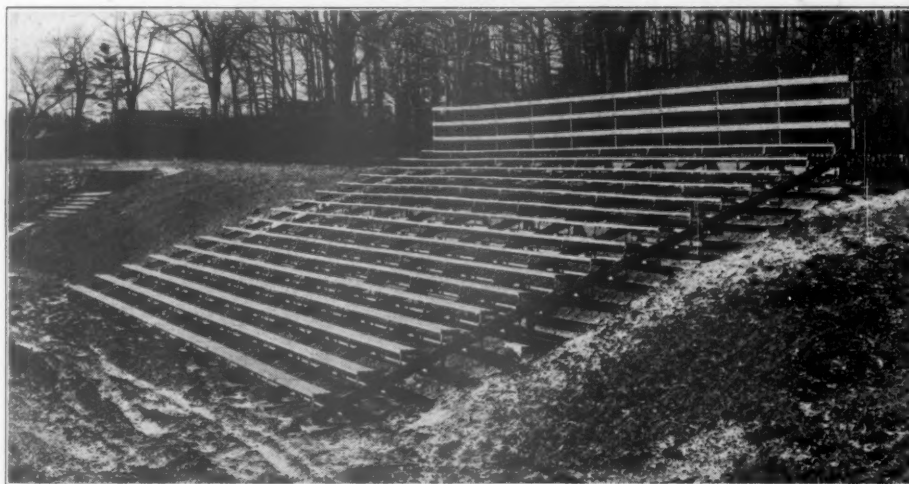
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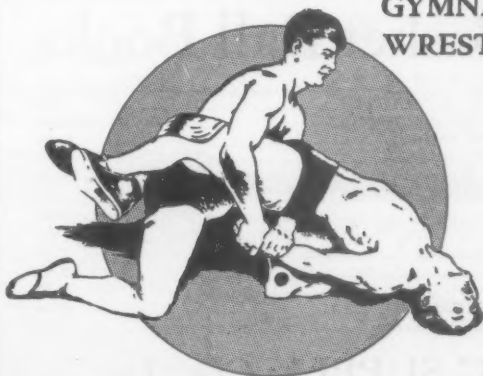
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who are fast, shifty, and very adept at handling the ball. We have not seen any of the big, lumbering type of backfield men in recent years, and any back who weighs more than 170 pounds must be fast and active, or he is not used in the backfield.

Our ends are in most instances good pass receivers, nimble of feet and cat-like in movement.

The tackles are generally the largest men on our teams and are used to a great extent as shock absorbers on the defense without very much real active duty on the offense.

The guards are used to swing out in interference and for that reason must be reasonably fast. A great many high school fullbacks are converted into guards on our best teams. Since the beginning of football, guards of a football team have been on the receiving end of many jokes. They have often been referred to as "dumb guards" and have been called the rear end of the team. However, in our Conference they have gained respect from all who know the game because of their usefulness in running interference and in aggressive defensive play.

On comparing notes with coaches of other sections we find more time and attention are spent in our Conference in teaching the art of handling the ball than in most of the conferences of other sections. Statistics on the games will also show that more passes are used by our teams in our important games than by other teams of the nation in their important contests, and, along with the many forward passes, our teams have gained just about as much yardage with running plays as have any of the other teams. Touchdowns may be made very quickly by completing a few passes, and the open, sensational style of attack is very pleasing to the spectators.

Most of the quarterbacks in our Conference have been coached to use as a basis of their strategy the idea of calling the play which is least expected by the opponents. With this in mind the spectators are prepared to see most any kind of a play at most any spot on the field without very much regard to the down and amount of yardage gained for first down.

The versatile type of offense requires men who can think and always be mentally alert, men who will spend time studying the game in order to know the assignment which they must perform on the various plays. To use the proper play at the proper time it is necessary that the quarterback, or player who calls the plays, be a very smart player.

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The University of Texas, Southern Methodist University, and Texas A. & M. have built concrete stadiums and can accommodate from thirty to fifty thousand, while some of the other four schools, Texas Christian University, Rice Institute, Baylor University, and the University of Arkansas have steel stands. We are aware that the Southwest Conference is younger than most of the other large conferences and is not so centrally located as many of the others. However, we hope that our Conference may soon attain the same national recognition enjoyed by the other large organizations, which recognition we think the Southwest justly deserves.

The Carnegie Report

By John L. Griffith

THE school and college athletic world is indebted to Dr. Pritchett, Dr. Savage and the others who have made the inquiry respecting college athletics and have published the result of their findings as well as their conclusions in Bulletin Number Twenty-three of the Carnegie Foundation. We have no right to assume that the investigators desire to attack athletics. Dr. Savage has stated in his report that college athletics should not be discontinued, and nothing in the report should be construed in that sense. He further states, "doubtless college athletics possess many more merits than are numbered in the pages that follow." It is to be regretted that more of the values and benefits in athletics were not stressed in the report than were called to the attention of the readers. Undoubtedly there is far more good than bad in athletics as administered by our schools and colleges, and the casual reader may get a false impression after a perusal of the report.

The reader further is impressed with the thought that those who compiled the report may have been influenced somewhat by British standards and conceptions of education and of intercollegiate athletics. Dr. Pritchett



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calls attention to the older conception of the functions of the university, which are that the university is an intellectual agency. This is the British and European idea of the purpose of a university. It may be pointed out, however, that a comparatively small number of boys from the so-called lower or middle classes are permitted to enjoy the privileges of a university education in England. The American idea of the university is that the institution is a socializing agency. Consequently business, journalism, accounting, music, athletics and other educational experiences are offered American university students, while the offering of these same experiences is not considered a part of the function of the British university. The report gives the impression that Dr. Pritchett believes that our universities might well be modeled more after the British pattern than they are as at present constituted.

In this connection it may also be pointed out that the English university athlete, possessing, as he usually does, adequate means, purchases his own athletic equipment and pays his own expenses on team trips. Here in America, where the majority of college athletes are poor boys, if this same plan were in operation, the latter would not in many cases have the privilege of participating in intercollegiate contests.

Dr. Pritchett suggests that the study was made to answer the following questions:

First, What relation has the college athletic spectacle to the work of an intellectual agency like a university?

Second, How do students devoted to study find either the time or the money to stage so costly a performance?

If the sole purpose of the university is that of developing scholarship and of teaching men and women to think, then it may be that intercollegiate contests have no place in the educational scheme. If, on the other hand, the American university is a socializing agency, then it is difficult to understand how properly conducted athletic contests, spectacles, and pageants may not have a place in the life of the educational institutions.

Regarding the second question, of course the answer is that the students themselves do not stage the spectacles, they do not manage or coach the teams and are not any more responsible for the administration of intercollegiate athletics than they are for the training of the bands, the coaching of the university debating and oratorical teams or for the development of the courses in journal-

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ism, business and commerce, accounting and the like.

For the benefit of those who like to talk about the good old days, attention may be called to the fact that the report states that in the early days of athletics tramp athletes and ringers were frequently to be found on the different college teams, while today the inquiry failed to disclose the use of any tramp athletes or ringers by any of the modern college athletic departments. Further, recruiting was a problem in the 1890's. The old football association of those days broke up because of squabbles and misunderstandings, and the students who originated intercollegiate athletics mismanaged the same to an appalling degree. This latter fact deserves mention because the men who wrote the report seem to feel that it would be well if we again had student athletic administration. Those who were familiar with athletics as they existed in the colleges thirty-five years ago recall that because the students had failed noticeably in their administration and management of athletics it was thought necessary to ask the academic faculties to assume the responsibility for the same. If intercollegiate athletics were again to be given back to the players as so many are suggesting at the present time, it is reasonable to believe that there would be more chaos and more mismanagement than is true under the present arrangements.

Much that is said in the report regarding the recruiting and subsidizing of athletes is true. No investigators, however, could be expected to ascertain all the facts without making a study that would have consumed several weeks, if not months, of time at each institution visited. Consequently, because it was manifestly impossible for those who made the inquiry to spend unlimited time in attempting to learn the true conditions relative to recruiting and subsidizing, much fault will be found with the printed report. At the same time those of us who have been identified with the practical problems of intercollegiate athletics know full well that there is not a college or university in America that has not at some time or other had one or more paid players on its teams. Further, we all know that certain universities are now making an honest attempt to eliminate from their team lineups those who have been illegitimately recruited or subsidized, while other institutions either willfully or because of neglect have not to the same degree concerned themselves with this problem. Our university and college officials have one of two alternatives,

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either that of openly and frankly hiring those who represent their institutions on the football fields, observing only the one year, scholastic, and three year rules, or of attempting in so far as possible to use only such players as may not in any sense of the word be considered to have been hired to play football. No self-respecting college or university can afford to countenance underhanded or illegal recruiting and subsidizing of its athletes. The great majority of our college alumni, athletic directors and coaches are not in favor of "loading up." Those who are parties to such questionable practices are a detriment to the game, and in the future, because this report has been published, will be more conspicuous than they have been in the past.

There is no reason to believe with some that college athletics are tottering on their foundation. The American people have always shown a willingness and a capacity to safeguard their worthwhile institutions. College football is an institution that should be and will be preserved, and the writer confidently predicts that as athletics have been showing steady improvement in recent years the improvement will be even more marked in the next five years; and in the years to come college athletics will have a more secure place in the educational scheme and an even firmer and better place in the minds of the American people than at present.

undergraduates were tremendously interested in scholarship and to fear that the present generation is going to the dogs. The editor not only was familiar with conditions in several of the colleges twenty years ago but has been associated more or less intimately with undergraduates ever since. He is not disposed to agree with those who maintain that the fathers of the present college students were more studiously inclined than are their sons today. It may be that the earlier generations of college boys worked harder than do the present students, but this is not because of football but rather is due to the fact that formerly college men did not own automobiles, did not have expensive clothes, and did not live in magnificent fraternity houses for the reason that their fathers were unable to provide their sons with the luxuries that the modern generation quite generally enjoys.

If, as the article infers, the college students of the past worshipped scholarship it is hard to understand why these old grads have suddenly lost their admiration for learning and their appreciation of the life of the spirit and now have become worshippers of football. Mr. Taft is quoted as saying that the Old Grad now overemphasizes the importance of athletics. If this is true, it is difficult to believe that the alumni were ever properly imbued with a love of learning. Mr. Hunt's college boasted of a student attendance of approximately three thousand when he attended it twenty years ago, while fourteen thousand students are now enrolled in the same institution. In his day there was a comparatively small number of alumni, while today there are thousands of alumni who are interested in all that goes on in Mr. Hunt's Alma Mater. In his day the former students who congregated at commencement talked about the time when they stabled a cow in the chapel, and recalled the glorious class sprees and the Saturday night fights with the "townies." When the present group of alumni return for "Dad's Day" they talk about the teams and touchdowns. Alumni reunions, past and present, never have been signalized by much heavy thinking. The "Old Grad" likes to think of the fun he had at college. He has to work hard at his business or profession to keep in the lead and to make enough money to enable him to send his children through college. He probably was dependent on his own efforts for his education and he doesn't want his boy to work as hard as he did. If times have changed it is because we as a people have suddenly become

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Million Dollar Football

By John L. Griffith

AN article under the above heading appeared in a recent edition of Cosmopolitan written by Frazier Hunt after an interview with Chief Justice Taft. Mr. Hunt mentioned the fact that after an absence of almost twenty years he returned to his Alma Mater and found that the undergraduates worshipped the athletic prowess and business acumen of a star football player. In the article Mr. Hunt quotes Mr. Taft as saying that "Scholarship has been pushed aside and dwarfed by a superimportance that has been given to athletics. . . . In the student's mind a college education no longer means scholarship. . . . It means success and attainment in other things, mainly athletics and the social side of student life. . . . The Old Grad wants a winning football team and his overemphasis of the importance of athletics makes a willing disciple of the undergraduate."

As we grow older we are prone to believe that in the "good old days"

wealthy. If football is more prosperous today than formerly it is because people now have money to spend for football. And if they could not spend their money for football trips and games they would spend it for—what? that is the question the critics of college athletics might attempt to answer.

Basketball in the Grades

(Continued from page 22)

floor, there is now a cut lengthwise of the court. Number 1 fakes a pass away and, as he brings the ball back, number 2 cuts in front for the ball. Since there are five men on this outfit, number 1 goes behind two men, his receiver, number 2, and number 4. Number 2 fakes a return pass to number 1. As number 2 brings the ball back, number 3 starts his cut. Number 2 goes behind number 3 and 5 and becomes 2. This practice may be speeded up and the boys get quite a thrill from it. It brings out a lot of fundamental ability and emphasizes the rule that it is better to cut a little too late, rather than too soon. This as a concluding feature allows the boys to leave the floor in profuse perspiration, ready for a warm shower bath.

There may be some who object to this idea of keeping boys from actual games in the grades. However, it would be unusual for a team to start scrimmage the first day of practice. These boys in the grades are in a relative point of basketball ability and compare to the condition of the college team on its first day of practice. Since the boys are to learn fundamentals, then the outline should correspond to the system they are eventually to use. This will make for a saving of energy and time. The daily outline will keep concrete points before the boys, whereby they can note their improvement. To know what may be done to improve, is the first step in improvement.



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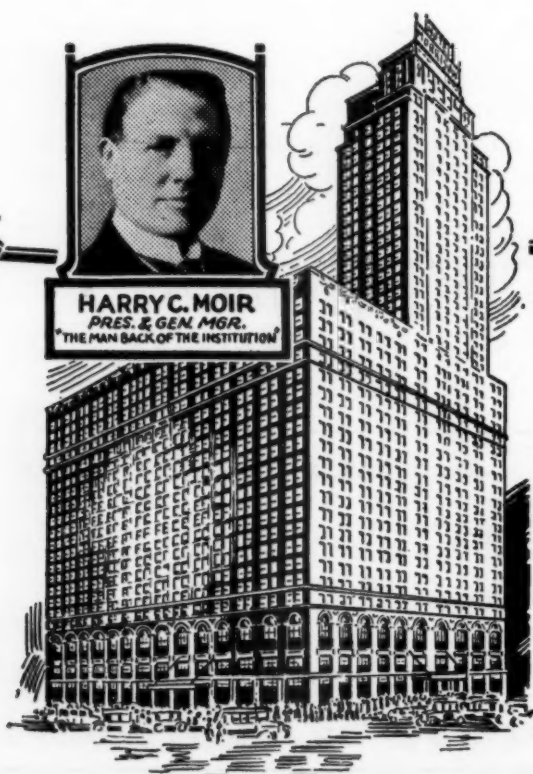
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